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ABSTRACT

It is stated that a consideration of minimal outcomes is feasible and crucial to educational improvement and to pupil gain both in learning and in personal development. This guide has therefore been designed to present the fundamental core of learnings to be derived from the educational experience of the elementary and intermediate school levels. The observable achievement standards for each of the 12 subject areas in this volume have been grouped into spans of grade levels. Differentiation in types of learning has been specified by the categorization of behaviors into: (1) skills; (2) knowledge and concepts; and (3) attitudes, appreciation, and values. Each statement is behaviorally structured for observable performance as the measure of pupil achievement. (RLV)

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SUGGESTED MINIMUM STANDARDS OF PUPIL PERFORMANCE

Prekindergarten-Grade Nine

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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131 Livingston Street, Brooklyn, New York 11201

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SUGGESTED
MINIMUM STANDARDS
OF
PUPIL PERFORMANCE

PREKINDERGARTEN • GRADE NINE

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Jerome Carlin, Director, Bureau of English, was chairman of the committee which prepared the initial draft of these materials.

Dorothy Silverman, School Research Associate, Bureau of Curriculum Development, served as Coordinator of the Project and guided the preparation of the objectives.

The directors and acting directors who submitted materials are:

Stanley Rose	Art
Alice R. Harwood	Early Childhood Education
Jerome Carlin	English Language Arts
Leo Benardo	Foreign Languages
Irwin Tobin	Health and Physical Education
Kathleen Rogers	Home Economics
Herbert Siegel	Industrial Arts
George Grossman	Mathematics
Samuel Chelimsky	Music
Harry Milgrom	Science
Leonard Ingraham	Social Studies
John Lent	Speech Improvement
Norman Elliott	Typewriting

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INTRODUCTION

This bulletin has been designed to present the fundamental core of learnings to be derived from the educational experience on the elementary and intermediate school levels. With the extraordinary expansion of innovation in methodology and materials spurred on by a determination to engage all pupils successfully in the learning process, it is to be expected that schools will be involved in efforts to reach pupils more effectively. This is all to the good, and, indeed, long overdue.

What is not to be lost sight of, however, in the midst of all the enthusiasm engendered by the experimentation, is that newness can be justified only in terms of a clear and precise statement of goals and a verification of their attainment. Little of substantive value can be gained without a focal point from which to plan, implement, and ultimately, evaluate the effects of a program. To be sure, the same pertains to prevailing long-continued practice which tends to become fossilized in the absence of the ferment provided by an emphasis upon ends to be achieved.

The variety of programs, materials, instructional strategies, and organizational arrangements available to teachers is extensive. Add to this the wide range of pupil needs, abilities, and interests, and it becomes apparent that the educational task of meshing learning variables and pupil variables to ensure optimum learning is overwhelming. Nevertheless, underlying all educational endeavor is a basic similarity of outcomes upon which programs are predicated. And the commonality of

physical, mental, and emotional processes, presently overshadowed by stress upon the uniqueness of human characteristics, makes response to learning input fairly capable of prediction, thereby enabling pupils to progress from one stage of learning to another; to function and communicate with each other; to confront new learning situations comfortably; to transfer from school to school with little displacement of progression in learning; and to plan for careers.

In sum, a consideration of minimal outcomes is feasible and crucial to educational improvement and to pupil gain both in learning and in personal development.

The standards of observable achievement for each subject area in this volume have been grouped into spans of grade levels - prekindergarten to grade two, grades three to six, and grades seven to nine. In each group, the top grade represents the upper limit of time for the attainment of basic learnings. Their acquisition, depending in large part upon pupil ability and learning style, may occur at any time within the grade groups, but by the time the upper limit has been reached, all pupils with few exceptions can be expected to display the minimal behaviors required for continued learning in a subject.

Differentiation in types of learning has been specified by the categorization of behaviors into skills, knowledge and concepts, and attitudes, appreciations, and values. Skills constitute the physical or mental application of learned proficiencies to various situations. Knowledge and concepts span the gamut of mental operations from the

simple acquisition of information to the higher processes of analysis, synthesis, and abstraction. The affective areas refer to the emotive qualities to be accrued from activity in the subject areas. In the dynamics of behavior, the three domains are interrelated and function in combination. For purposes of analytical study and evaluation, however, they are treated as quite distinct entities.

Each statement is behaviorally structured for observable performance as the measure of pupil achievement. It is to be reiterated that the observations relate to the most essential learnings in a subject. Ultimate limits that pupils may be capable of reaching are in no way designated or intended. Moreover, the expected behavioral output is sequenced from grade grouping to grade grouping within categories to reflect the developing complexity of structure in a subject and the interlinking of its components. The entire spectrum of terminal subject behaviors is subsumed under the general, overall Aims of Public Education in the New York City Schools which appear on pages 5 and 6.

Any procedure which makes manifest a measure of achievement may be identified as an observation. Numerous techniques can furnish data needed to confirm learning. The accessibility of skills and cognitive activities to observable verification is readily accepted. Evidence of affective growth may be less discernible because it is so profoundly internal. Nevertheless, any inadequacy of procedure to assess a component of learning because of its elusiveness does not relieve educators from the obligation to find reliable and valid ways of obtaining evidence. Furthermore, observation in its narrow meaning is a

technique widely used in the behavioral sciences and provides fairly reliable cues upon which to base strong inferences regarding human conduct. Its application in the classroom for ascertaining affectivity can be fruitful. The performance vocabulary in this category has been selected to provide observational guides to emotional development.

Sources from which to assist pupils in reaching these performance standards are entirely open-ended. Quality materials of any type or format may be employed to give thrust to learning. Their number is legion. Likewise with respect to instructional strategies. Teacher selection of process techniques to accommodate pupil capabilities is vital. The only stricture is that meaningful learning within the educational context of subject areas take place. It is this function which the minimum standards delineate and test.

AIMS OF PUBLIC EDUCATION

IN THE NEW YORK CITY SCHOOLS[1]

Anticipated Outcomes for Pupils

Learning & Knowledge

Develops attitudes toward learning as a continuous process, within and out of school

Social & Family Relationships

Understands human behavior and has concern for people

Demonstrates respect, understanding, and cooperation for all cultural, economic, and ethnic groups

Appreciates the importance of family structure for the welfare of the individual and society

Man & His Environment

Comprehends meaning and beauty in art forms

Appreciates the many sources which contribute to man's cultural heritage

Understands the methods of science and the impact of science on life

Functions as both producer and consumer in a changing technological society

Recognizes the relationship of man's environment to the expanding universe

Basic Skills

Reads extensive and complex material with competence

Writes clearly, accurately, and cohesively

Speaks effectively

Listens with precision

Develops facility in the use of mathematical concepts

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[1] Curriculum in the New York City Public Schools. Bureau of Curriculum Development - New York City Board of Education, 1970, p. 1.

Democracy & Citizenship

Believes in the American democracy and in democratic processes

Participates in the responsibilities of citizenship

Individual Development & Self-Image

Understands one's self; appreciates one's worth

Discovers and develops interests, abilities, and creative talents

Attains emotional stability and social growth

Uses leisure time in fulfilling and rewarding ways

Develops sound health habits and physical well-being

Evaluates career requirements and opportunities in terms of individual competencies and aspirations

Rational Skills

Develops ideas by examining, comparing, generalizing, and conceptualizing

Analyzes problems and solutions for short-term and long-term effects

Balances the rational and emotional factors in making decisions

Recognizes interrelationships among the various disciplines

Differentiates between idealism and practicability in life situations

Sees the relationships between contemporary problems and those of the past

Acquires independent and self-directed methods of study

ART

ART

Creativity through self-expression provides the child in a technological age of increasing conformity with a humanizing balance. It gives the child the experience of responding with his inner spirit to his environment; of seeing the outer world with his inner eye and making a "visual statement" -- a crystalization of his uniqueness as an individual. He thrills to the excitement of discovery as he approaches a large blank piece of paper with a paint-laden brush and makes his very own mark of response to this outer world. Experiencing art is an adventure, opening doors that broaden the horizon of the child's world and nurturing his imagination. The personal achievement as he reflects upon his art fills him with pride, wonder, and joy since his search for identity is realized in this self-discovery.

Art education involves a substantial body of research and knowledge on child development in this area of visual perception, creative behavior, manipulative abilities, aesthetic judgment and general intellectual progress. Minimum standards are meant to encourage the teacher toward attainable high achievement, but ultimate success rests with the teachers' leadership, inspiration and dedication to the task of teaching.

ART

Skills — Grades: Prekindergarten - 2

The Pupil:

- Performs simple routines in preparation for art work
- Demonstrates good work habits evidencing care of art materials
- Applies himself to art tools such as crayons, paints, and clay
- Uses a variety of simple procedures in executing art work such as pasting, folding, tearing, and cutting
- Makes picture symbols to represent real things
- Expresses himself with a high degree of imagination

ART

Knowledge and Concepts — Grades: Prekindergarten - 2

The Pupil:

- Recognizes and names colors, textures, shapes and dimensions
- Associates the above elements with real things
- Recognizes procedures in a variety of elementary media
- Distinguishes tools and materials, and associates them with art processes
- Distinguishes steps and sequence in art procedures
- Identifies and compares content in art works
- Conceptualizes still life, seascape, and landscape by means of the above content identifications
- Conceptualizes objects, people, animals, and events by means of a subjective pictorial symbolism

ART

Attitudes, Appreciations, and Values — Grades: Prekindergarten - 2

The Pupil:

- Praises the art work of others
- Takes pride in his own art work
- Volunteers to explain the meaning of his pictures
- Shares in the discussion of his pictures
- Adopts suggestions made by others
- Weighs the interest a variety of subjects have for him before making a choice
- Works diligently on a picture until his thoughts are visualized

ART

Skills — Grades: 3 - 6

The Pupil:

- Performs complicated routines in preparation for involvement with complex media
- Demonstrates good work habits evidencing efficiency and safety precautions
- Applies himself to a wide variety of art materials
- Uses complex procedures in executing art work
- Represents the outer world with a predominantly objective symbolism
- Discriminates in the use of line, shape, and color to achieve clarity of expression
- Arranges his composition to represent his personal experiences in an environment
- Rearranges his picture to achieve compositional balance

ART

Knowledge and Concepts — Grades: 3 - 6

The Pupil:

- Distinguishes values in colors (gradations of dark and light)
- Estimates the amount of black and white to add to color in order to acquire a variety of tonal values
- Identifies value differentiations in nature and compares them with value representations as expressed in art
- Recognizes names and distinguishes between two- and three-dimensional shapes and forms (triangle-pyramid, circle-sphere)
- Conceptualizes objects, people, animals and events by means of a more objective pictorial representation as distinct from the subjective symbolism of the pre-kindergarten - grade 2 achievement level
- Recognizes, names, and describes various art processes and procedures
- Expresses himself in a wide variety of the above processes

ART

Attitudes, Appreciations, and Values — Grades: 3 - 6

The Pupil:

- Attempts to use unfamiliar art tools and materials
- Explores new procedures
- Criticizes his work and that of others
- Defends his art work
- Perseveres in solving art problems with a minimum of assistance
- Questions the suggestions made by others
- Rejects his own initial attempts indicating a willingness for making changes and improvements
- Shares ideas with others in the solution of a problem
- Accepts ideas other than his own

ART

Skills — Grades: 7 - 9

The Pupil:

- Demonstrates ability to pursue independent study and approach to problems
- Employs the formal art elements (line, shape, color) as points of departure in self-expression
- Uses tools and materials as points of departure for self-expression
- Uses imagination as a point of departure for self-expression
- Uses memory as a basis for self-expression
- Uses the biological and physical world as points of departure for self-expression
- Uses tools and materials with strong evidence of control and confidence
- Executes art work with a wide variety of mixed media
- Produces art following sophisticated procedures such as resists, assemblages, and constructions

ART

Knowledge and Concepts — Grades: 7 - 9

The Pupil:

- Distinguishes different intensities in colors
- Estimates paint mixtures in order to acquire different color intensities
- Perceives hue, value, and intensity with acuity
- Compares hue, value, and intensity, and solves visual problems through their application
- Analyzes and evaluates line, shape, texture, and color
- Organizes line, shape, texture, and color in order to express ideas and feelings
- Acquires an understanding of processes and procedures in a wide variety of media
- Selects media most suitable for the expression of ideas and feelings
- Organizes and designs with three dimensional forms
- Synthesizes art experiences and applies them to a wide variety of design problems in related areas such as industrial, advertising, architectural, theater, and costume design
- Identifies selected art of the past and present
- Compares art of the past and present in terms of his acquired knowledge of the art elements
- Evaluates his own and peer art work

ART

Attitudes, Appreciations, and Values — Grades: 7 - 9

The Pupil:

- Accepts or rejects art work by others and suggests areas for improvement
- Judges his own art work and suggests areas for improvement
- Defends his opinions and his approach to the solution of a problem
- Perseveres in repeated attempts to solve complex art problems
- Accepts a wide variety of styles and approaches in aesthetic expression
- Values aesthetics in areas of life other than the fine arts

ENGLISH LANGUAGE ARTS

Underlying the teaching of English Language Arts from prekindergarten through grade twelve is the effort to develop language power that will enable pupils to engage effectively in communication with others, to understand the effects of communication on thinking and behavior, and to react perceptively to the spoken and written word. In all areas humanistic goals are stressed to stimulate individual thinking and the sifting of personal values for greater inter-group understanding. Aesthetic appreciation, sensory appeal, and the growth of values are encouraged and nurtured.

During the years from pre-kindergarten through grade 2 the language-arts instructional program develops the child's skills in listening, speaking, reading, and writing. When the child begins to read, he learns to decipher the code of the printed page, relating word with sounds to the symbols for them. As he acquires skill in reading words aloud, he also receives instruction in reading as a thinking process. The child who can read words aloud does not really know how to read unless he understands the meaning of words, phrases, sentences, paragraphs, stories. At the same time that he is advancing in these skills of reading comprehension, he is taught to write - first, penmanship; then composition. But since in his lifetime he will do more speaking than writing and more listening than reading, he is given much instruction in speaking and listening skills. He gains increasingly in command of language: the meaning and spelling of new words, types of sentences and other grammatical structures, differing dialects or ways of speaking. Throughout all of these learning experiences, the child is also being

helped to grow in human understanding, in sensitivity, in responsiveness, and in creativity.

In the years from grade 3 through grade 6 the child is enabled to function more maturely. As he becomes increasingly capable of taking part in class discussions, he contributes his ideas more frequently without having to be stimulated by the teacher's questions. When he expresses opinions, he supports them with reasons or facts. When he listens to others, he reacts sympathetically but thoughtfully, determining each speaker's purpose and the validity of his remarks. In reading, he gains in recognition and knowledge of words, and he attains greater facility in the related thought processes, as in seeing cause-and-effect relationships and in drawing inferences and conclusions. His grasp of elements of literature also becomes firmer. At the same time he learns to write about what he reads, what he experiences, and what he thinks. His compositions become less elementary and are characterized by greater variety of sentence structures. In his writing activities, he does simple research and takes notes, and he is able to narrate, to describe, and to explain.

During grades 7 through grade 9 the student moves higher on the ascending spiral of the English curriculum through which basic elements are reinforced and enriched at new levels. In addition to becoming familiar with the characteristics of the major literary types of genres, he is increasingly able to enjoy, analyze, and benefit from the mass media, including television and films that do not utilize the printed word. His ability grows to approach analytically the content of whatever is being communicated to him. In turn, his own spoken and written

communication is characterized by straight thinking, solid supportive substance, clear expression, standard usage, and attractive style. His knowledge of language - grammar, vocabulary, semantics, spelling, history - is certainly being enriched. He advances in tastes as a reader, listener, and viewer. Moreover, through his study of literature and the mass media the student develops values bearing on life itself.

ENGLISH LANGUAGE ARTS

Skills — Grades: Prekindergarten - 2

The Pupil:

- Maintains a listening span of approximately twenty minutes, with the ability to tune in and tune out discriminatingly
- Is able to distinguish fine differences in language sounds
- Distinguishes minute differences in the size, shape, and color of objects and letters of the alphabet
- Handles new words in reading materials by using phonic clues, structural analysis, and context
- Reads aloud with clear articulation, with standard, meaningful intonation, and with volume adjusted to the listening situation
- Interprets material appropriate to his age and maturity
- Selects main ideas and related details in a paragraph or selection
- Understands sequences of time, thought, and place
- Predicts outcomes likely to develop later in a story
- Tells a story or gives an informal report, beginning to organize ideas in chronological sequence
- Makes increasingly relevant contributions to group discussions
- Participates in cooperatively developed compositions
- Writes legibly in manuscript style
- Spells accurately words on Level I of required list and other words as needed
- Capitalizes first words in sentences, names, names of days and months, forms of address
- Uses periods and question marks at ends of sentences

ENGLISH LANGUAGE ARTS

Knowledge and Concepts — Grades: Prekindergarten - 2

The Pupil:

- Perceives that language is a medium for thinking
- Recognizes that people speak different languages and different dialects of the same language
- Shows a command of vocabulary sufficient to meet communication needs at his age and stage of development
- Recalls the names and sequence of the letters of the alphabet
- Recognizes that words follow definite patternings
- Detects the organization of material in a selection
- Distinguishes between fact and fiction, fairy tales and realistic stories
- Conceives of language as a medium of communication with others
- Perceives the existence of language structure
- Distinguishes the declarative, interrogative, and exclamatory sentence types, but not necessarily by name
- Recognizes the conventions of written language and their functions for communication
- Observes that the spoken language existed many thousands of years before the creation of written language

ENGLISH LANGUAGE ARTS

Attitudes, Appreciations, and Values — Grades: Prekindergarten - 2

The Pupil:

- Accepts differences in the linguistic-cultural patterns of people from different groups and backgrounds
- Empathizes with the universal human needs, desires, strengths and weaknesses revealed in children's books and other media
- Responds to imaginative and creative elements in tales of fantasy, folklore, and other literature, as well as in pupils' ov oral and written expression
- Reacts to the sensory appeal of language

ENGLISH LANGUAGE ARTS

Skills — Grades: 3 - 6

The Pupil:

- Listens attentively to perceive meaning and organization so as to answer questions
- Uses phonic and structural analysis and context clues to identify words in reading materials
- Recognizes the main idea and relevant details in materials with a heavier vocabulary load and more difficult sentence structures
- Identifies cause-effect relationships
- Draws inferences and conclusions from written and spoken presentations
- Answers factual questions based on oral and written materials
- Recognizes the purpose of a speaker or writer
- Summarizes the main points and significant supporting details presented by a speaker or writer
- Distinguishes between fact and opinion in oral and written presentations
- Reads or listens to instructions and carries them out correctly
- Presents oral and written reports, paraphrasing the language of reference material and using illustrative material when appropriate
- Reads orally with fluency and expression
- Speaks clearly, communicating successfully and using standard English dialect when and as needed
- Contributes to class or group discussion, making use of reasoning, factual evidence, and references to sources of information
- Writes legibly in cursive style
- Constructs cogent sentences
- Uses a variety of grammatical structures in composition and speech

ENGLISH LANGUAGE ARTS

Skills — Grades: 3 - 6

The Pupil:

- Composes narrative, descriptive, and expository paragraphs, using a logical pattern of organization
- Writes friendly letters, following acceptable forms
- Takes notes in usable form

ENGLISH LANGUAGE ARTS

Knowledge and Concepts — Grades: 3 - 6

The Pupil:

- Distinguishes the various levels of language, conversational, informal, and formal
- Observes that dialects of the same language vary with geographical location and that all Western languages are interrelated
- Explains the sound and structural patterns of words
- Displays a vocabulary sufficient for personal, social, and school life
- Uses the intermediate dictionary for word meaning, pronunciation, and syllabication
- Finds information in junior encyclopedias and similar reference works
- Recognizes the need for accuracy of information
- Identifies the purposes of emotional appeal in all media
- Perceives that literary works fall into different categories, such as folk and fairy-tales, stories, poems, biographical selections
- Grasps the concept of plot, characterization, and mood as elements of narrative and dramatic literature
- Spells correctly the words in his working vocabulary, as well as the words in Levels 1-6 of the citywide list
- Manipulates words and sentences for emphasis and emotional effect both in oral and written composition
- Identifies the properties of nouns, pronouns, and verbs
- Recognizes the principles of capitalization and punctuation at grade-level expectancy
- Distinguishes the most frequently used sentence structures and grammatical components

ENGLISH LANGUAGE ARTS

Attitudes, Appreciations, and Values — Grades: 3 - 6

The Pupil:

- Responds with acceptance toward others regardless of their use of regional and social dialects different from his own
- Feels a responsibility for using standard English dialect as the appropriate medium of communication in specific situations
- Values the power of language to stimulate or alter human behavior
- Enjoys language style and such devices as figures of speech
- Uses discriminating taste in selecting programs on television, radio, and film for entertainment and information
- Reacts with interest to the history of word meanings
- Finds enjoyment in word puzzles

ENGLISH LANGUAGE ARTS

Skills — Grades: 7 - 9

The Pupil:

- Listens and reads critically to discern the purpose, point of view, and tone and mood of a speaker or writer
- Perceives the relationships in the parts and elements of spoken and written presentations
- Seeks actively for the inferences and conclusions that may validly be drawn from challenging written and spoken materials
- Reacts, while reading and listening, by seeking actively to imagine and anticipate possible developments and outcomes that may occur later in the presentation
- Judges the validity of reasoning or other support underlying key statements
- Distinguishes between fact and opinion even when the presentation may be misleading
- Weighs the role of personal bias in spoken or written discussions
- Distinguishes between worthy and unworthy propaganda
- Employs facts, reasoning, and authority in oral and written discussion
- Constructs written sentences in a variety of types and structures to achieve clear communication and attractive style
- Develops the main ideas of paragraphs by supplying specific details, giving reasons, offering illustrations or examples, or using comparisons and contrasts
- Writes social and business letters in appropriate form
- Writes narrative, descriptive, expository, and persuasive compositions, and combines some of these forms of discourse in longer papers
- Uses standard English dialect comfortably in all appropriate situations in speaking and writing

ENGLISH LANGUAGE ARTS

Skills — Grades: 7 - 9

The Pupil:

. Relates effectively to others in group discussions

. Presents individual talks of an expository nature

. Makes oral reports based on study and research

. Reads a part in a play or performs in role playing

ENGLISH LANGUAGE ARTS

Knowledge and Concepts — Grades: 7 - 9

The Pupils:

- Analyzes the structure and organization of connected discourse
- Enlarges vocabulary, with increasing command of multiple meanings, connotations, and figurative language
- Derives an elementary knowledge of the historical development and geographic variation of the English language
- Infers the changing nature of all language
- Recognizes the need for keeping up with language changes for successful communication with others
- Notes the effects of language upon behavior
- Uses important library tools and reference works, as well as more advanced school dictionaries
- Judges the accuracy of information in speeches and printed materials
- Distinguishes the characteristics of the literary genres--short story, novel, play, poem, essay, biography--as well as the forms of press publications and broadcasting media
- Recognizes the principles of writing including all marks of punctuation
- Identifies all parts of speech, the components and subcomponents of a sentence, and the basic sentence structures and types
- Perceives the value of writing for human interaction

ENGLISH LANGUAGE ARTS

Attitudes, Appreciations, and Values — Grades: 7 - 9

The Pupil:

- Enjoys the aesthetic aspects of verbal expression and communication
- Relates his own emotions, needs, desires and aspirations to those encountered in literature and the mass media
- Appraises the values revealed in literature and the mass media
- Accepts the dignity and worth of all human beings

FOREIGN LANGUAGES

The New York City Foreign Language Program, the largest public school language program in the world, offers courses in Chinese, French, German, Modern Greek, Italian, Hebrew, Latin, Russian, Spanish, Swahili, and Yiddish.

The need for competence in foreign languages has grown to tremendous proportions in recent years as:

1. The world has "shrunk" and opportunities for travel have become readily available at relatively low cost.
2. The number of non-English speakers in the New York metropolitan area has increased.
3. The role played by the United States in providing assistance to underdeveloped nations has become more active.
4. The duties of civil servants such as policemen, firemen, and hospital employees have entailed increasingly frequent contact with speakers of languages other than English.
5. The world of international trade has blossomed (e.g., the building of a World Trade Center in lower Manhattan).
6. The world of the arts - television, the stage, the cinema, the opera - has presented plays, films, and musical dramas of the first rank in the native language.

Language competence - the ability to understand native speakers,

to respond to them intelligently and accurately, and the ability to read and write with some degree of fluency - is developed in conjunction with a sympathetic insight into the ways of life of the people whose language is being studied. The pupil learns not only the word, but also the world in which the word exists.

The basic foreign language program which builds such skills and insights are FLES (Foreign Languages in the Elementary Schools), Levels I and II in the intermediate and junior high schools, and Levels III, IV, and V in the senior high schools.

FLES is a three year sequence (grades 4, 5, 6 or grades 3, 4, 5) in elementary schools which provides fundamental activities and practice in the skills of communication in the foreign tongue together with a variety of learning experiences about the people who speak the target language.

The foreign language program in intermediate, junior high and senior high schools either continues the FLES programs or provides beginning language study. In order to identify more clearly the material being studied, the term "level" is used in secondary schools in lieu of "grade" or "year". Generally speaking, students complete Level I in intermediate schools after study in grades 6, 7, and 8. In junior high schools, Levels I and II are completed after study in grades 7, 8, and 9.

FOREIGN LANGUAGES

Skills — Grades: 3 - 6

The Pupil:

- Demonstrates comprehension of high frequency words in the foreign language in settings of interest to the child's age group
- Speaks the foreign language within the framework of approximately 500 words in such content areas as school, family, home, and local community
- Performs basic directions given in the foreign language in everyday situations (e.g., opening and closing the door, standing, sitting)
- Imitates foreign speech patterns with reasonable accuracy of pronunciation and intonation
- Uses correct structure in speech within the limits of the content areas
- Uses the foreign language orally in a variety of situations familiar to the age group: asks questions, answers questions, gives directions, responds to direction, sings songs, recites poems
- Uses pronunciation understood by a native speaker when speaking and when reading aloud labels, flashcards, signs, dialogues and narratives based on the content areas described above
- Reads with comprehension the material learned audio-lingually, and recombined material based on the content areas described above
- Writes familiar words and sentences in the foreign language from dictation (one or two sentences)
- Copies material correctly in the foreign language which he understands and says
- Writes correct answers to questions of a simple nature presented orally or visually
- Writes simple guided compositions based on content areas

FOREIGN LANGUAGES

Knowledge and Concepts — Grades: 3 - 6

The Pupil:

- Identifies in the sound system of the foreign language those sounds and intonation patterns which are different from those of English
- Expresses himself correctly in the foreign language (speaks and writes) employing a limited body of structures
- Sings 10 or more songs in the foreign language
- Recites 6 or more poems in the foreign language
- Recognizes sound-letter correspondence in reading the foreign language orally
- Identifies the foreign language writing system (even in those languages with a different alphabet system) and writes with accuracy brief dialogues, captions, songs, and single sentences
- Identifies countries and regions where the foreign language is spoken
- Identifies special holidays and compares them with celebrations in the native culture
- Participates in the celebration of special holidays as they are observed in the foreign culture
- Participates in discussion of current activities of the people who speak the foreign language

FOREIGN LANGUAGES

Attitudes, Appreciations, and Values — Grades: 3 - 6

The Pupil:

- Habitually uses correct forms of greetings and leave-taking in the foreign language
- Tries to use standard gestures that have special meaning in the foreign culture
- Enjoys communicating with others in the foreign language
- Values the meaning and background of songs in the foreign language
- Weighs differences and similarities in daily activities of children in the foreign culture and his own
- Evaluates cultural similarities and differences on such topics as family relationships, sports, leisure time activities
- Values the contributions of people from the foreign culture
- Accepts the common needs and aspirations of all people despite language differences
- Enjoys varied literary forms in the foreign language, such as poetry and fairy tales

FOREIGN LANGUAGES

Skills — Levels 1 - II

The Pupil:

- Demonstrates comprehension of the foreign language and speaks it in a range of 1500 words and expressions familiar to an adolescent group (occupations, governmental structure, sports, music, the world of nature and science)
- Performs multiple directions given in the foreign language
- Demonstrates accuracy in oral ability with increasingly complex structures (past and future tenses, compound and complex sentences, negative questions)
- Communicates orally with fluent speakers (native and non-native) in increasingly mature situations (gives directions, identifies self and family, asks and answers questions about school and community life, shows preferences in food, clothing, leisure time activities)
- Uses pronunciation understood by a native speaker when speaking and reading aloud in the foreign language
- Reads with comprehension both familiar and unfamiliar material in the foreign language
- Copies a variety of material in direct and indirect discourse correctly in the foreign language
- Writes correct answers to questions presented orally or visually of a simple and more advanced nature
- Writes simple guided compositions based on 1500 words and expressions
- Discusses the life, customs and celebrations of people who speak the foreign language

FOREIGN LANGUAGES

Knowledge and Concepts — Levels I - II

The Pupil:

- Demonstrates knowledge of the sound system of the foreign language when speaking with fellow students and with native speakers
- Applies principles of sound-letter correspondence in reading aloud unfamiliar material in the foreign language
- Writes a variety of material in the foreign language (words, questions, directions, answers to questions, simple compositions)
- Identifies countries and regions throughout the world where the foreign language is spoken
- Describes special holidays and how they are celebrated in the foreign culture
- Compares the daily activities of children and adults in the foreign culture with his own
- Is aware of the practical applications of foreign language skills in various occupations in the world of work
- Analyzes and compares the government, educational system, foreign policy, economic and political status of the foreign nation with that of the United States
- Describes special points of interest in the foreign country: major cities, monuments, museums, key streets
- Locates on a map important cities, rivers, mountain ranges of the foreign country

FOREIGN LANGUAGES

Attitudes, Appreciations, and Values — Levels I - II

The Pupil:

- Habitually uses with ease a variety of forms of greetings and leave-taking in the foreign language
- Shares with native speakers in person-to-person fashion an attitude of mutual respect and understanding
- Tries to use standard gestures that have special meaning in the foreign culture on a variety of topics
- Enjoys communicating with fellow students and native speakers in the foreign language
- Values the meaning and background of songs in the foreign language, with a recognition of their value to people in the foreign culture
- Enjoys discussing the current political, economic and social problems of the foreign people
- Enjoys participating in the celebration of special holidays as they are observed in the foreign culture (Puerto Rican Discovery Day, El Dia de la Raza, Le Jour de l'AN)
- Appreciates both differences and similarities in daily activities between people in the foreign culture and his own
- Accepts cultural differences in the areas of careers, courtship and marriage, and the roles of men and women
- Values contributions of the foreign people to world progress
- Accepts common needs and aspirations of all people despite language differences, and the interdependence of all people
- Enjoys varied literary forms in the foreign language, such as poetry, fairy tales, proverbs, humor, stories, magazine and newspaper articles, novels, plays
- Accepts the place of the arts in the foreign culture
- Judges and accepts the system of values inherent in the foreign culture as it compares with that in American life
- Questions and judges the role of science and technology upon the change or lack of change in the foreign culture
- Appreciates and values the universality of the human experience

HEALTH AND PHYSICAL EDUCATION

HEALTH AND PHYSICAL EDUCATION

Health and physical education aim to promote optimum physical, mental, aesthetic, and social development in children so as to ensure the highest enjoyment of life and the most constructive service to oneself and the community.

Health education and physical education are separate and distinct subject areas. They have similar goals, but their content and activities are essentially different. Health education, a basic element in the general education of all students, contributes to the well-educated individual by providing meaningful health experiences which can change health behavior. Physical education is based upon the widely accepted concept of the unity of mind and body. It is that area of education which deals with the child in a most dynamic learning situation as he moves, sees, feels, and thinks.

A comprehensive health and physical education program with a specified time allotment and with qualified teachers is mandated in our schools. In addition, a unified program of health and physical education with scope, sequence, and continuity is necessary for a coordinated total approach to the health of our youth.

HEALTH EDUCATION

Skills — Grades: Prekindergarten - 2

The Pupil:

- Practices cleanliness habits in school and at home
- Dramatizes a visit to the doctor
- Drinks milk or fruit juice at snack time
- Obtains pictures of different foods in a good diet
- Demonstrates the correct way to clean teeth
- Performs the proper procedure involved in fire and shelter drills
- Practices safety measures at school and in the community
- Dramatizes proper procedures for taking care of minor cuts and bruises
- Discriminates between activities which would be suitable before sleep and during the day
- Arranges displays of family activities
- Participates in role playing illustrating family life
- Plants seeds and cares for growing plants
- Cares for and observes small animals (gerbils) in the classroom
- Discusses the arrival of a new baby in the home
- Performs assigned tasks within the family unit
- Presents a dramatization of one's feelings when happy or sad
- Prepares a display of pictures about the ears and their care

HEALTH EDUCATION

Knowledge and Concepts — Grades: Prekindergarten - 2

The Pupil:

- Recognizes the importance of personal cleanliness
- Explains the need for remaining at home at the first sign of illness
- Recognizes the importance of immunization
- Infers the relationship of proper nutrition to growth, energy, and health
- Tells how the dentist cares for teeth
- Recognizes the importance of safety at school, home, and community
- Perceives the need for rest at appropriate times during the day
- Selects health habits that are necessary for proper sleep
- Groups the activities that provide exercise for body growth
- Recognizes that a man and woman who love each other marry and form a new family
- Describes the importance of each member of the family as an individual and as a member of the family group
- Concludes that children have different talents and abilities
- Observes that a balance of work, exercise, and play is conducive to sound emotional health
- Recognizes the importance of caring for the eyes
- Explains the need for periodic medical examinations
- Shows the significance of wearing glasses when needed

HEALTH EDUCATION

Attitudes, Appreciation, and Values — Grades: Prekindergarten - 2

The Pupil:

- Accepts the need for immunization against specific children's diseases
- Adopts the practice of frequent bathing for disease prevention and control
- Criticizes the frequent use of candy and other sweets
- Adopts the measures taken to provide a safe school and playground
- Begins to assume some responsibilities within the family unit
- Values the importance of sharing in family and every-day living
- Appreciates the responsibilities of parents
- Values the affection and care of parents and siblings
- Accepts the similarities and differences among peers
- Volunteers to work with and help others
- Values the importance of friendships
- Habitually uses eyeglasses if prescribed
- Values the importance of good hearing
- Accepts safety practices in protecting the eyes and ears

HEALTH EDUCATION

Skills — Grades: 3 - 6

The Pupil:

- Prepares sleeping schedules in order to help form regular bedtime habits
- Formulates habits to be practiced when someone has a cold
- Follows good procedures for dental health
- Lists foods that contribute to good health
- Prepares a list of safety rules to be observed with regard to fires
- Dramatizes good safety practices at school and in the community
- Lists the telephone numbers of the police, the family doctor, the hospital, and the fire department
- Has facility in standing, sitting, and performing in functionally good posture
- Speaks about the importance of periodic medical examinations to maintain good health
- Compares the classroom family to the home family
- Compares the variation in the physical growth of classmates by observation and by checking height and weight
- Discusses stories or biographies of people who overcame problems of adolescence
- Uses the correct terminology in explaining the human reproductive system
- Participates in leisure-time activities with others
- Discusses the roles and responsibilities of different family members
- Practices good habits for eye health and safety
- Finds the noisy areas in school and at home to suggest ways of lessening noise pollution
- Describes, from personal experience, any adverse reactions from prescribed drugs or chemical substances such as alcohol and tobacco

HEALTH EDUCATION

Knowledge and Concepts — Grades: 3 - 6

The Pupil:

- Recognizes the ways by which the body defends itself against disease
- Explains the necessity of staying at home and receiving proper care during illness
- Perceives the relationship between sanitation and disease prevention
- Recognizes the need for proper preparation and preservation of foods
- Describes the importance of proper food preparation and attractive serving to effective digestion
- Explains the effect of a well-balanced diet on health
- Analyzes the cause and effect of tooth decay and gum problems
- Lists simple procedures of first aid needed in case of accidents
- Evaluates the influence of exercise on appetite, posture, strength, and good health
- Recognizes the importance of observing safety measures when playing or exercising
- Perceives that successful family living requires sharing for the common good
- Recognizes that friendship involves a special kind of feeling towards another person
- Infers that boys and girls need a variety of social and recreational activities
- Evaluates hereditary and environmental factors as an influence on growth and development
- Distinguishes between the physical and emotional changes that occur in the preadolescent period
- Formulates socially acceptable ways of coping with disappointments
- Identifies factors which may contribute to better acceptance by family and friends

HEALTH EDUCATION

Knowledge and Concepts — Grades: 3 - 6

The Pupil:

- Perceives the interdependence of children and parents
- Explains proper care of the eyes
- Analyzes the ways hearing provides knowledge of the environment
- Formulates health habits which protect the ears
- Describes the effects of tobacco and alcohol upon the body
- Analyzes the social and emotional factors influencing the use of drugs
- Names health agencies which provide special help to the community
- Analyzes advertisements for accuracy of information
- Evaluates the interaction between the individual and the community in a comprehensive health program

HEALTH EDUCATION

Attitudes, Appreciations, and Values — Grades: 3 - 6

The Pupil:

- Accepts the values of desirable practices of cleanliness
- Habitually follows a balanced and adequate diet
- Accepts the dietary customs of individuals from different countries
- Follows acceptable procedures for the care of teeth
- Shares the importance of proper conduct while riding in public transportation
- Accepts the importance of safety consciousness in order to reduce accidents
- Perseveres in the practice of good health habits relative to sleep, rest, and exercise
- Attempts to become increasingly responsible for one's own sexuality
- Accepts the need for love to help establish good family interpersonal relationships
- Attempts to create one's own set of values
- Values friendships as part of one's social and emotional development
- Adopts some hobby or leisure-time activity
- Questions actions which may prove detrimental to oneself and others
- Accepts judicious criticism graciously
- Values one's eyesight as a source of joy
- Accepts regulatory efforts with regard to the use and misuse of drugs

HEALTH EDUCATION

Skills — Grades: 7 - 9

The Pupil:

- Lists desirable sanitary practices to be followed in establishments where food is sold
- Plans a community program against serious diseases
- Names community health agencies that may assist with educational and treatment programs
- Performs necessary procedures in first aid
- Modifies the basic four food groups to make them more meaningful to different ethnic groups
- Prepares rules for preventing cavities
- Plans a school-wide program for cleanup during Fire Prevention Week
- Performs simple experiments which test the cleanliness of air
- Plans community programs to stop pollution
- Demonstrates the range of diversity in growth by making a survey of the height of students in one's class
- Surveys the neighborhood to discover factors which affect human behavior and health
- Surveys the community for available recreational resources
- Prepares information on specific drugs and their medical use
- Reads and follows directions carefully before using a prescription on proprietary drugs
- Lists agencies at all government levels which are responsible for drug regulation

HEALTH EDUCATION

Knowledge and Concepts — Grades: 7 - 9

The Pupil:

- Identifies the course of development of communicable diseases
- Distinguishes between the proper and improper use of antibiotics
- Perceives environmental conditions that might cause disease
- Recognizes that chronic ailments are the leading cause of disability and death
- Describes important approaches in combating chronic illness, such as prevention, early detection, and rehabilitation
- Explains the effect of good nutrition upon growth and development
- Compares the rate of dental decay in communities using fluoridated water with those not using this mineral in their water supply
- Analyzes the relationship of proper diet to dental health
- Recognizes the dangers of wounds
- Analyzes environmental factors causing accidents
- Defines the role of the first aider
- Concludes that air pollution, a serious public health problem, is a product of increased population and heavy industrialization
- Perceives that water pollution is a menace to health and a threat to the economy
- Observes that noise pollution, with its potential effect on health, has become an important environmental problem
- Evaluates the continuous use of radiation or radio-active material as a health hazard
- Recognizes that good judgment in the selection and utilization of health services and products enhances health and saves money
- Analyzes advertising as a guide in the selection and use of health information, products, and services
- Perceives that personality is influenced by the inter-relationship of hereditary, environmental, and social factors

HEALTH EDUCATION

Knowledge and Concepts — Grades: 7 - 9

The Pupil:

- Compares family patterns among various ethnic groups
- Discusses the difference between discipline and punishment in family situations
- Explores the parents' and adolescent's point of view regarding dating, activities, late hours, and the assumption of home responsibilities
- Discusses menstruation, noctural emissions, and teen-age pregnancy
- Concludes that adolescence is a transitional period often characterized by an intensive striving for emotional and social adjustment
- Concludes that personal decisions reflect one's values and require an acceptance of responsibility for their outcomes
- Recalls that all living things are made of cells and that human babies develop from the union of sperm cell and ovum
- Perceives that drugs destroy germs and relieve symptoms of disease
- Evaluates sanitary conditions in food-servicing establishments
- Recognizes that drug misuse or abuse may serve as a means of satisfying unfulfilled emotional needs
- Perceives the advantages of solving problems constructively

HEALTH EDUCATION

Attitudes, Appreciation, and Values — Grades: 7 - 9

The Pupil:

- Praises the contributions of scientists in the conquest of disease
- Practices the health procedures of rest, nutrition and exercise
- Advocates the importance of immunization as a preventive program in public health
- Attempts to eliminate or control the causes of accidents
- Supports community programs which fight pollution
- Joins government and professional groups to protect the public from fraudulent health practices
- Accepts the need for the establishment of a family code and a value system
- Shares responsibility in the classroom, at home, and elsewhere
- Shows respect for the opposite sex
- Values friendships and family relationships
- Persuades parents and other members of the family to understand the needs of adolescents
- Accepts and appreciates one sexuality
- Advocates the idea that a choice of life style is one's personal right
- Appreciates the importance of sharing in family and every-day living for the common good
- Accepts the premise that bearing and rearing children are serious responsibilities
- Defends the right of minors to obtain counsel, factual information, and health services that will help them solve their social problems
- Agrees that government agencies should have specific responsibilities for regulating and controlling the use of drugs
- Values community responsibility in drug prevention and education programs

PHYSICAL EDUCATION

Skills — Grades: Prekindergarten - 2

The Pupil:

- Moves freely without collision in space on a variety of body parts
- Listens and responds to a movement task alone or with others
- Controls body movements without losing balance when changing direction, speed, levels
- Dramatizes songs, stories, games, and events by simple movement patterns
- Demonstrates new solutions to movement problems
- Moves and listens at the same time
- Performs simple movement problems which involve locomotion, such as walking, running, jumping, landing, twisting, rolling, turning, throwing, catching
- Uses a variety of different apparatus with control of movement, i. e., balls, ropes, hoops, climbing and agility fixed apparatus both indoors and outdoors
- Plays the role of leader and follower
- Performs with a partner or group in simple folk, square, and ethnic dances

PHYSICAL EDUCATION

Knowledge and Concepts — Grades: Prekindergarten - 2

The Pupil:

- Distinguishes and creates movement tempo by clapping the rhythm set by a recording, song, musical or percussion instrument
- Identifies game sequences and simple rules
- Begins to relate physical activities to other classroom learnings
- Acquires a vocabulary of terms related to movement sequences and equipment
- Synthesizes all physical activity as it is related to body movement in gymnastics, dance, rhythms, games, skills, stunts, and sports
- Recognizes the special abilities and limitations of others
- Acquires an understanding of a sequence of skills from simple to complex movement
- Recognizes that good human relations is dependent upon respect for others
- Evaluates the quality of one's own performance and that of others

PHYSICAL EDUCATION

Attitudes, Appreciations, and Values — Grades: Prekindergarten - 2

The Pupil:

- Accepts directions in the care, placement, and storage of equipment
- Accepts responsibilities for the safety of himself and others
- Values the importance of physical activity to general health and development
- Volunteers to assist others who are less skillful
- Perseveres in solving movement problems that are challenging
- Values independence, realiability, self-discipline, constructive criticism, and honesty
- Praises excellence in performance
- Respects the achievements of others
- Respects cultural differences in song, dance, and play
- Enjoys participating in ethnic sports activities

PHYSICAL EDUCATION

Skills — Grades: 3 - 6

The Pupil:

- Performs with self-assurance in dance, rhythm, stunts and tumbling, vaulting, balance, and individual, dual, and team sports
- Participates in the planning, organization, and administration of special class, school, dance, and sports events
- Engages in intramural athletic and dance programs after school
- Performs in modified games of touch football, soccer, paddle tennis handball, volleyball, basketball, softball, badminton, tennis, track and field events, and swimming
- Creates dance compositions and games
- Performs in gymnastic activities using large apparatus

PHYSICAL EDUCATION

Knowledge and Concepts — Grades: 3 - 6

The Pupil:

- Increases his vocabulary of sports, dance, game, and gymnastic activities
- Acquires the basic rules of games and sports
- Increases spatial awareness and kinesthetic sense in the performance of all movements
- Analyzes the qualities of good leadership
- Recognizes the importance of each team member's contribution to the success of a team
- Referees and officiates in games and sports
- Seeks outside sources to increase knowledge and skills in all activities
- Perceives the similarity of excellence in movement of all physical activities

PHYSICAL EDUCATION

Attitudes, Appreciations, and Values — Grades: 3 - 6

The Pupil:

- Responds to the qualities of imagination and creative abilities in others
- Praises the esthetic value of grace in movement as beauty in motion
- Accepts responsibility to the leader and official
- Values good health and strives to condition his body
- Respects cultural similarities and differences in all movement activities
- Accepts responsibility for working independently and with others

PHYSICAL EDUCATION

Skills — Grades: 7 - 9

The Pupil:

- Performs in accordance with individual capacity in a variety of physical activities, such as, stunts, tumbling, gymnastics, and team sports
- Participates in the planning, organization, and administration of class, school athletic and dance programs
- Selects an activity of special interest and pursues it in and out of school
- Assists others in class to improve their performance
- Officiates and referees intramural physical activities
- Develops skills in lifetime sports activities
- Participates in intramural and varsity activities

PHYSICAL EDUCATION

Knowledge and Concepts — Grades: 7 - 9

The Pupil:

- Infers that there are many ways of achieving the same goal
- Analyzes and corrects one's own performance and that of others
- Compares achievements in many activities and pursues those in which one has special abilities
- Perceives that every pupil has a talent to contribute to the group
- Recognizes that safe performance must be preceded by warm-ups to ready the body for efficient movement

PHYSICAL EDUCATION

Attitudes, Appreciations, and Values — Grades: 7 - 9

The Pupil:

- Takes pride in giving maximum effort when participating in physical activities
- Values outdoor recreational activities
- Volunteers to serve his class, school, and community
- Habitually strives to keep his body in condition
- Seeks greater challenges in performance and responsibilities

HOME ECONOMICS

The philosophy of Home Economics in the elementary and junior high schools involves curriculum experiences which aim to help students cope with problems in personal living, family living, and earning a living. Through the study of foods and nutrition, clothing and textiles, child development, housing and home management, and pre-occupational education, students are guided to meet the challenges of today's technological and social problems. Consumer education, environmental problems, and social issues are included in every course. In addition to the teaching of manual skills, stress is placed on the management of time, money, and energy. The curriculum is adapted to meet the needs of individual pupils and specific schools.

At the elementary school level, home living experiences increase the pupil's perception of his role in the home and family. Through foods and clothing experiences, career awareness, consumer education, environmental education, safety, social amenities as well as basic skills in food preparation and sewing are developed. The home economics program at this level correlates with art, language arts, health, mathematics, science, and social studies.

At the intermediate and junior high school levels, emphasis is placed upon foods and clothing skills, career opportunities, the understanding of the role of the family in society, and the ability to establish satisfying interpersonal relationships. Students are guided in assuming some responsibility for contributing to family life through

practical experiences in food preparation, clothing construction and the care of younger children. Steps are taken to explore, discover, and develop individual talents which may lead both to satisfying leisure time pursuits and to a choice of occupation or profession.

Concepts, knowledges, skills, attitudes, and appreciations are developed in the elementary school, are expanded in the junior high schools, and explored in depth in the senior high schools.

HOME ECONOMICS

Skills — Grades: Prekindergarten - 2

The Pupil:

- Sets the table for simple meals
- Uses good table manners when eating
- Handles knives and forks safely
- Measures liquids
- Cleans work surfaces
- Threads a large-eyed needle
- Uses needle and thread to make the overcast stitch
- Demonstrates ability to cut with blunt scissors
- Can sew large stitches on cloth and felt
- Can cut along a traced line
- Handles needles and scissors safely
- Puts away clothes after wearing

HOME ECONOMICS

Knowledge and Concepts — Grades: Prekindergarten - 2

The Pupil:

- Selects party snacks which contain cereal
- Recognizes the nutritional value of fruit, cereals, and milk in the diet
- Concludes that refrigeration prevents the immediate spoilage of certain foods
- Recalls that hand washing before handling food is a hygienic measure
- Observes the good consumer practice of buying popular foods in season
- Combines colors to be used in a project
- Identifies textures such as felt and oilcloth
- Estimates the proper size of a needle eye for the size of wool and thread
- Recognizes safety needs in working with blunt scissors and needles
- Identifies safety precautions in handling knives
- Names the careers of family members
- Explains the use and re-use of a personal item

HOME ECONOMICS

Attitudes, Appreciations, and Values — Grades: Prekindergarten - 2

The Pupil:

- Enjoys experimenting with new foods
- Accepts party refreshments which are nutritious
- Habitually uses good table manners
- Enjoys sewing simple gifts for others
- Shares limited responsibility for performing simple tasks at home
- Values work done for family well-being

HOME ECONOMICS

Skills

Grades: 3 - 6

The Pupil:

- Has facility in stirring and measuring ingredients
- Scrapes and cuts vegetables
- Prepares sandwiches and simple salads
- Arranges an attractive platter
- Follows safe practices when using cooking equipment
- Sews hand stitches, such as running, back, combination, and hemming stitches
- Can sew on percale, gingham, and outing flannel
- Sews on buttons and snaps
- Can make a chain stitch loop
- Embroiders the chain and lazy daisy stitch
- Follows safe practices when using sewing equipment
- Sews an item to keep work area clean

HOME ECONOMICS

Knowledge and Concepts — Grades: 3 - 6

The Pupil:

- Selects the basic food groups, such as fruits and vegetables; bread, flour and cereal; meat, fish, poultry, egg; milk and dairy products
- Perceives that fruit desserts are nutritious as well as sweet tasting
- Recognizes that proteins can be obtained from meat, fish, poultry, and eggs
- Selects snacks using foods from the basic four food groups
- Classifies different types of vegetables such as root, tubular, flower, stem
- Compares label information on foods used in class
- Locates geographical sources of widely used foods
- Recognizes the difference in the quality and use of smooth and napped finishes on cotton fabrics
- Discerns warming and waterproof qualities of fabrics
- Observes the use of decorations to enhance articles of clothing
- Explains the need for and methods of caring for one's personal items
- Identifies household items which can be re-used to help save the environment
- Distinguishes a wide variety of types of work in the area of home economics
- Recognizes the value of work and the worker

HOME ECONOMICS

Attitudes, Appreciations, and Values — Grades: 3 - 6

The Pupil:

- Enjoys the taste of raw vegetables as a snack
- Restricts eating sweets to dessert time rather than between meals
- Enjoys togetherness at classroom holiday feast
- Participates in classroom conversation at mealtime to create a warm atmosphere
- Values creative needle work as a satisfying activity for leisure time
- Accepts the need to dress according to the weather
- Accepts the value of launderability and cleanliness of garments
- Cooperates in class activity projects to keep the room clean

HOME ECONOMICS

Skills — Grades: 7 - 9

The Pupil:

- Plans nutritious menus for daily meals
- Prepares well-balanced meals for special occasions
- Measures ingredients accurately to prepare standard recipes
- Prepares foods involving varied cooking techniques
- Serves basic family meals
- Demonstrates good management procedure in regard to time, energy, and money
- Measures body to select pattern size and style
- Selects fabric appropriate to pattern style and body figure
- Prepares fabric for cutting
- Adjusts pattern to individual body size
- Sets up a lay-out of pattern on fabric
- Cuts out garment section
- Applies a variety of hand sewing stitches
- Threads and runs the sewing machine
- Uses appropriate room setting, temperature, pressure, and directions for pressing
- Constructs a garment for self
- Constructs personal and home accessories
- Applies aesthetic principles in foods, clothing, and home accessories
- Makes group projects for distribution by community agencies
- Makes items for family and home using re-cycled articles
- Plans appropriate rest and recreational activities for a younger child
- Prepares tasty, nutritious dishes for younger children as well as for a sick member of the family

HOME ECONOMICS

Knowledge and Concepts — Grades: 7 - 9

The Pupil:

- Identifies nutritional practices for good health and an attractive appearance
- Concludes that varied foods throughout the world contribute the same nutritional requirements
- Practices good grooming as a means to an attractive appearance
- Identifies simple stains
- Uses basic stain removal techniques on natural and man-made fabrics
- Analyzes the characteristics of fibers when purchasing fabrics
- Perceives that fabric grain effects the fit and hang of a garment
- Interprets information on fabric labels and hangtags
- Identifies personal growth and development through study of the care of younger children
- Identifies ways of expressing tender, loving care for a sick member of the family
- Perceives the role of a consumer in money management decisions
- Recalls safety practices related to home activities
- Plans for optimum utilization of work and storage spaces
- Organizes time management in the home for maximum efficiency
- Acquires decision making techniques related to personal living, family living, and earning a living
- Evaluates career opportunities in home economics
- Recognizes the interdisciplinary aspects of classroom activities
- Recognizes the need to preserve the environment by the process of re-using, re-cycling, and making appropriate purchases

HOME ECONOMICS

Attitudes, Appreciations, and Values — Grades: 7 - 9

The Pupil:

- Takes pride in personal appearance
- Perseveres in developing attractive, personal qualities
- Enjoys the value of skills such as handcrafts and recipe testing for worthwhile leisure activities
- Enjoys tasting new foods such as ethnic, international, and gourmet dishes
- Adopts the principles of wardrobe planning for personal use
- Attempts to apply the principles of line, color, and design to articles of food, clothing, and home
- Appreciates the construction of simple garments made or purchased
- Welcomes the contributions of peers in class activities
- Accepts the need to assume some responsibility within classroom and family units
- Values the role the teenager could play in the family
- Shares necessary home responsibilities
- Evaluates personal habits of good health by learning to assist in the care of a sick family member
- Responds to the acceptable behavior of young people
- Feels a responsibility for participation in community betterment
- Values technological developments related to home living

INDUSTRIAL ARTS

Industrial Arts is part of Career Education which begins in kindergarten and continues throughout the adult years. Industrial Arts lends relevance to all school subjects for it is based on the theme of career development and includes opportunities in many occupational areas. The basic academic subjects become more meaningful because the student learns to see their relationship to career objectives.

The following are the two phases of industrial arts experiences for career education:

Career Awareness (Grades K-6)

This is a program to familiarize students with the many kinds of work people do and the inter-relationship of such work in producing and using goods and services. Emphasis is placed upon attitudes and values and the relationship of manipulative activities to the total instructional program.

Career Orientation and Exploration (Grades 7-9)

This program consists of shop instruction to give students first-hand experience with the kinds and levels of work performed in a broad range of industrial occupations for which special skills are required; to inform them of requisites for careers; to acquaint them with the significance of changing and evolving technologies; to instill in them an understanding and appreciation of the dignity of work; and to assist them in making informed and meaningful career selections.

The minimum standards have been structured to meet the requirements

of each school level, and to ensure strong articulation between levels. Career education experiences are provided in the following industrial arts facilities:

Aerospace Shop
Ceramics Shop
Crafts Shop
Electricity/Electronics Shop
Graphics Arts Shop
Industrial Arts and Plant Ecology Shop
Industrial Arts Mobile Unit
Machine Shop
Mechanical Drafting Shop
Metalworking Shop
Plastics Shop
Transportation Shop
Woodworking Shop

INDUSTRIAL ARTS

Skills — Grades: Kindergarten - 6

The Pupil:

- Designs elementary plans for the construction of products made of wood, metal, plastics and other materials
- Prepares layouts and component parts for the product selected
- Applies skill learnings in the assembling of parts of a product
- Executes operations and processes in the mass production of products
- Performs various tasks in carrying out responsibilities for individual and group activities
- Constructs simple, subject-centered projects in such areas as woodworking, metalworking, and ceramics
- Plans and makes projects in the graphic arts on basic equipment
- Demonstrates the safe use of hand tools and their proper care
- Identifies and spells the names of the various tools he has used

INDUSTRIAL ARTS

Knowledge and Concepts — Grades: Kindergarten - 6

The Pupil:

- Identifies various products made by the woodworker, metalworker, printer and other industrial craftsmen
- Selects materials and techniques used in the production of articles used in daily living
- Describes the work of craftsmen who are community helpers and others employed in the "world of work"
- Names the various raw materials used in industry and identifies their sources and uses
- Concludes that career education is an important part of the school program
- Acquires an awareness of careers in our technological society
- Recognizes the need for the safe use of tools
- Compares materials used in consumer goods
- Compiles related information derived through the experiential program
- Recalls and names materials, tools, processes, and operations needed in the production of a project or consumer goods
- Enhances meanings from the abstract learnings of academic disciplines through interrelated project activity in the shop

INDUSTRIAL ARTS

Attitudes, Appreciations, and Values — Grades: Kindergarten - 6

The Pupil:

- Volunteers to work cooperatively with other pupils on group projects
- Attempts to understand this initial introduction to the world of work
- Accepts direction and supervision by his peers in the performance of the operation and processes in mass production
- Praises the contributions of others in the world of work
- Criticizes the technique and craftsmanship in his own work and in that of others
- Shares the responsibilities of using tools and materials safely
- Values the experiences and products of the industrial arts program and its contributions to career decisions

INDUSTRIAL ARTS

Skills — Grades: 7 - 9

The Pupil:

- Organizes employment folders of career opportunities in various industries
- Acquires a knowledge of natural resources used in the production of industrial products
- Evaluates the contributions of inventors
- Uses good safety practices in working with tools, machines, and materials
- Formulates plans to interpret and analyze a problem relating to industry
- Demonstrates the care of tools and machines
- Uses tools and machines efficiently and safely
- Performs industrial arts processes efficiently and economically
- Constructs a project following oral or printed directions
- Prepares working drawings and understands how to read a blue print
- Formulates criteria to evaluate a product as to utility, material construction, and cost

INDUSTRIAL ARTS

Knowledge and Concepts — Grades: 7 - 9

The Pupil:

- Compiles shop notebooks on the products of industry
- Recognizes materials used in the industrial arts program
- Shows a knowledge of tools used in the world of work
- Describes various industrial processes used
- Explains safety precautions in the use of tools and processes
- Identifies academic subjects related to the materials, tools and processes used in the industrial arts shop
- Analyzes the relationship of industries to home maintenance and community life

INDUSTRIAL ARTS

Attitudes, Appreciations, and Values

Grades: 7 - 9

The Pupil:

- Volunteers to work cooperatively with other pupils on group projects
- Attempts to understand this initial introduction to the world of work
- Accepts direction and supervision by his peers in the performance of the operation and processes in mass production
- Praises the contributions of others in the world of work
- Criticizes the technique and craftsmanship in his own work and in that of others
- Shares the responsibilities of using tools and materials safely
- Values the experiences and products of the industrial arts program and its contributions to career decisions

MATHEMATICS

The mathematics curriculum involves the development of concepts, skills, appreciations, and attitudes related to the areas of arithmetic, algebra, geometry, probability, logical thinking and problem solving.

Beginning with collections of physical objects in the classroom, children examine ideas about sets, especially the number property associated with sets. Children move from non-verbalization to verbalization and symbolization. Operations are introduced with activities on sets of concrete objects. By exploration and play, children learn the number facts of arithmetic and the meaning of each operation in a concrete way.

At the same time that arithmetic concepts and skills are being developed, concepts from algebra and geometry are introduced. Children observe and later verbalize relations between sets, then between numbers and their graphs on the number line. Properties of the fundamental operations with whole numbers, positive, negative, zero and fractions and decimals are developed gradually. Experimentation and discovery are methods used to help children develop an appreciation of important properties of our number systems.

Algebraic concepts are developed beginning with the study of number sentences, true, false, and open, and in the case of open sentences, truth sets and their graphs, the placeholder, variables, and operations upon variables. This leads to a gradual, carefully spiraled treatment

of algebraic concepts from kindergarten through the grades as preparation for high school mathematics.

Geometric concepts are introduced in kindergarten as well, starting with the recognition, naming and discovering of properties of geometric figures, both plane and solid. Non-metric and metric ideas are dealt with. By the end of the fourth grade, children have received a rich background of experience in geometry as a foundation for intermediate and secondary school mathematics.

Grade placement of the concepts and skills in primary school mathematics is flexible, and to the extent that conditions permit, a non-graded organization is encouraged so that each child can proceed at a pace suitable to his background and ability.

In the primary grades, pupils manipulate, arrange, and work with objects and other physical materials to observe relationships that can be symbolized in mathematical terms. This mathematics laboratory program provides project-oriented activities for children to strengthen number and numeration concepts and to provide a basis for a more structural approach in the upper grades. Through the spiral approach to the structure of number systems and properties involved, children will come to have a greater facility not only in computation, but in their understanding of the "whys" of the algorithms involved, the handling of algebraic symbolism and ideas, and the concepts of mathematical proof.

Different ability levels are included in the materials so that students who are able can progress more rapidly and more deeply within enrichment topics, and students in need of remediation cover the major essentials of the course of study with more emphasis on arithmetic computational skills and applications.

Building on the foundations developed in earlier grades, concepts from algebra, geometry, graphical representations and their applications, probability and statistical applications receive continued emphasis and provide the background for the mathematics the student will meet in the upper grades.

In the intermediate and junior high school years, the scope of mathematics content is broadened to include more geometry, arithmetic, probability, and algebra. The student comes to understand mathematics as a unified whole by perceiving interrelationships among concepts and areas of mathematics. He explores the various branches of mathematics so as to develop his special interests and abilities. He comes to appreciate mathematics as an indispensable tool in the development of our technological society. He understands and appreciates mathematics as part of our cultural heritage by finding out the part it plays in the progress of civilization.

MATHEMATICS

Skills — Grades: Prekindergarten - 2

The Pupil:

- Demonstrates basic addition facts through 18
- Computes, using addition algorithm - vertical format, two addends - sums 999, with or without exchange
- Uses addition facts to illustrate subtraction facts
- Relates basic subtraction facts associated with addition facts
- Performs counting operations by two's through ten, by three's through 15, by four's through 20, by five's through 25
- Demonstrates and recalls basic multiplication facts: two's through 5 two's, three's through 5 three's, four's through 5 four's and five's through 5 five's
- Writes equivalent fractional names for halves and fourths
- Identifies non-standard and some standard units
- Uses a number line to add two numbers
- Uses the ribbon thermometer to represent temperatures
- Uses mathematics laboratory materials for play and exploration

MATHEMATICS

Knowledge and Concepts — Grades: Prekindergarten - 2

The Pupil:

- Identifies the number property of a collection of objects
- Identifies the number property common to two equivalent sets
- Uses comparative terms: more, fewer, as many as, greater than, less than
- Distinguishes groupings of objects by units, tens, and hundreds
- Recognizes the role of zero as an addend
- Observes the commutative and associative properties of addition
- Recognizes addition and subtraction as related operations
- Recognizes the role of zero in subtraction
- Describes number sentences involving addition and subtraction
- Uses algorithms in vertical format to find sums up to 100
- Observes the commutative property of multiplication
- Formulates the concepts of halves, fourths, and thirds of an object
- Solves problems finding 1/2 or 1/4 of a number of things
- Recognizes position terms: inside, outside, on
- Compares the properties of plane figures: rectangles, squares, circles, triangles
- Explains the concepts of point, line, sets of points, square, rectangle, triangle
- Identifies the relationship of money values: penny, nickel, dime, quarter, dollar
- Perceives time relationships: hour, half-hour, day
- Explains time-calendar relationships: names of the days of the week, days-month, months-year
- Analyzes the concept of conservation of quantity

MATHEMATICS

Knowledge and Concepts — Grades: Prekindergarten - 2

The Pupil:

- Shows the relationship of length units: foot-inch
- Describes the relationship of quantity units: dozen, half-dozen
- Formulates number sentences: true, false, open
- Solves open number sentences
- Associates whole and fractional numbers with points on a number line
- Collects data using objects, cubes, discs, paper squares, and bar graphs
- Experiments with objects and laboratory structured materials

MATHEMATICS

Attitudes, Appreciations, and Values — Grades: Prekindergarten - 2

The Pupil:

- Accepts the importance of mathematics in answering questions about the world
- Enjoys solving simple mathematical problems
- Reveals a readiness to engage in mathematical activities
- Expresses curiosity about mathematics
- Volunteers to work with classmates on mathematics problems

MATHEMATICS

Skills **Grades: 3 - 6**

The Pupil:

- Reads Roman numerals: calendar, clock
- Applies place value to read and write numerals through billions
- Rounds numbers to the nearest million
- Adds two or more addends; sums beyond one million
- Computes the product of whole numbers
- Performs standard algorithms division named by three digit numerals
- Derives and applies per cent
- Multiplies numbers in decimal form
- Divides numbers in decimal form
- Expresses fractional numbers in decimal form
- Writes decimals as fractions
- Uses the linear, area, and volume measurements, units of measurement, conversion of different units
- Uses the metric system of linear, weight, capacity, and conversion
- Prepares graphs of open sentences in one and two variables
- Graphs solution sets of one and two equations and inequalities
- Graphs functions

MATHEMATICS

Skills

Grades: 3 - 6

The Pupil:

- Solves verbal problems involving the application of arithmetic to the areas of banking, insurance, taxes, science, geometry, mortgages, and installment buying
- Solves problems in measurement, direct and indirect linear, area, volumes

MATHEMATICS

Knowledge and Concepts — Grades: 3 - 6

The Pupil:

- Uses prime and composite numbers
- Recognizes the function and use of ratio
- Perceives the function and use of per cent
- Explains the idea of the set of integers using a number line
- Derives the sum and difference of two numbers up to the millions
- Formulates prime factorization
- Explains the greatest common factor
- Identifies division of any fractional numbers
- Explains ratio
- Recognizes and uses the decimal system through ten-thousandths
- Describes the relationship among fractions, decimal fractions, and per cents
- Identifies the sum and differences of fractional numbers in decimal forms
- Analyzes the concepts: perpendicular lines in a plane, a line intersecting a plane, a line parallel to a plane, a line perpendicular to a plane, skew lines, and other geometric relations
- Identifies the properties of regular polygons and other geometric figures
- Experiments with the ruler, protractor, and other mathematics laboratory equipment
- Identifies the volume of a rectangular prism

MATHEMATICS

Knowledge and Concepts — Grades: 3 - 6

The Pupil:

- Organizes statistical data in tables and in frequency distributions
- Uses the world as a "Math Lab" to provide appreciations of where and how mathematics is used, and to strengthen mathematical concept understanding
- Discovers the approximate nature of all measurement by using different units of measurement
- Solves verbal problems leading to the solution of linear equations
- Uses concepts of simple probability
- Interprets tables and graphs

MATHEMATICS

Attitudes, Appreciations, and Values — Grades: 3 - 6

The Pupil:

- Attempts to apply number facts to problems relating to daily experiences
- Volunteers to participate in group work to solve simple mathematical problems
- Praises art forms and designs created by simple measurements
- Seeks to further the development of one's talent in mathematics
- Enjoys working on mathematics problems
- Prefers to devote free time to mathematics activities and ideas

MATHEMATICS

Skills — Grades: 7 - 9

The Pupil:

- Computes with integers and rational numbers
- Computes square root by approximation
- Approximates irrational numbers
- Uses square root in Pythagorean situations
- Uses standard, expanded, and exponential notation
- Solves linear equations and inequalities
- Solves quadratic equations
- Solves systems of open sentences
- Computes with positive and negative numbers
- Uses the number line to solve problems
- Applies the properties of operations with fractions, decimals, and per cents
- Solves problems involving ratio and proportion
- Solves problems involving positive and negative numbers
- Classifies triangles according to angles and sides
- Solves problems involving pairs of angles
- Classifies quadrilaterals
- Applies the Pythagorean Theorem to the solution of problems
- Measures length, area, and volume using the English and Metric Systems
- Uses metric measures and conversions

MATHEMATICS

Skills — Grades: 7 - 9

The Pupil:

- Graphs the solution sets of open sentences in one and two variables
- Graphs functional relationship (e.g., those derived from science formulas)
- Constructs statistical graphs
- Solves verbal problems dealing with banking, insurance, taxes, science, geometry, measurement, mortgages, installment buying, and number relations and theory
- Organizes statistical data in tables and in frequency distributions
- Computes and uses the mean, the mode, and the median
- Computes simple probabilities
- Uses concepts of irrational numbers
- Solves per cent problems through proportion
- Applies the concept of congruence
- Solves multiplication problems

MATHEMATICS

Knowledge and Concepts — Grades: 7 - 9

The Pupil:

- Recognizes sets of numbers
- Explains the meaning of square root
- Uses square root in Pythagorean Theorem application
- Recognizes the decimal system (base 10) and other base systems of numeration
- Identifies exponential and expanded notation including decimal fractions
- Defines and works with open sentences, equations, inequalities, solution sets, sets, replacement sets
- Formulates the meaning of equivalent equations and inequalities
- Notes the properties of addition and multiplication as they are used in solving equations, and inequalities
- Solves graphically pairs of equations and inequalities
- Solves problems by setting up systems of equations and inequalities
- Solves algebraically pairs of equations and inequalities
- Recognizes sets of integers - addition using absolute value and number line, vector addition
- Solves subtraction problems via number line and via addition inverse
- Explores the properties of exponents, $a^m \cdot a^n \cdot = a^{m+n}$
- Defines rational numbers and sets of rationals
- Explores the properties of quadrilaterals

MATHEMATICS

Knowledge and Concepts — Grades: 7 - 9

The Pupil:

- Pairs integers and rational numbers as well as numbers like $\sqrt{2}$ and π with point on a line
- Recognizes different numeral forms: fractional, mixed, decimal, per cent, ratio forms
- Expresses sets of numbers in ratio and proportions
- Explains parallel lines and associated pairs of angles
- Classifies quadrilaterals
- Describes the Pythagorean Theorem and its application
- Explores the properties of geometric figures

MATHEMATICS

Attitudes, Appreciations, and Values — Grades: 7 - 9

The Pupil:

- Concentrates on mathematical problems involving family life
- Values the application of measurement to scientific inquiry
- Prefers leisure time activities involving mathematics
- Includes mathematics when considering a career choice
- Prefers to solve health problems by the application of mathematical concepts and procedures
- Praises the contribution of mathematics to the progress of civilization
- Marvels at the elegance and economy of mathematics in finding solutions to problems
- Prefers to spend leisure hours on mathematics applications and ideas
- Encourages the use of clear and precise language in mathematics

MUSIC

Music has the power to invest human activity with deep emotional meaning. That is why it is so important in the lives of young people.

To the extent that this emotional power can be brought to bear as motivation in the development of reading, social studies, and other academic and cognitive disciplines, music is a valuable tool subject. But its greatest value is in its own right, in its ability to enhance and enrich and give deep meaning to living itself.

With music, the school has a direct means to deal with a child's inner life, to enrich it, to broaden its scope, to give it a strong focus of contact with others.

What is the school's responsibility here? It is to provide each child with the opportunity and the means to develop his innate musical powers to their utmost, so that he may be able to participate in, and to join others in, the making of music, to become aware of the musical contributions of all peoples, to share in the enormous wealth of its world literature, to enrich and deepen his inner life.

MUSIC

Skills — Grades: Prekindergarten - 2

The Pupil:

- Sings with a musical vocal quality and with good intonation
- Sings individually and in a group
- Executes interpretive bodily movements in response to rhythmic and melodic stimuli (e.g., swaying, skipping, marching)
- Improvises movements to songs and recordings
- Creates simple dances using free and patterned movements
- Has facility in playing classroom percussion instruments (drums, triangle, wood block), the xylophone, and song flute (recorder)
- Improvises introductions and accompaniments on classroom instruments
- Demonstrates visual, muscular, and aural responses to musical sounds (rhythmic and melodic)
- Performs a steady beat and accents
- Performs specific rhythm patterns through aural repetition
- Demonstrates the ability to read simple rhythmic and melodic notation (modified and standard)
- Composes environmental sound scores (e.g., picture scores of airplanes, fire engines, birds)
- Composes simple rhythmic and melodic pieces based on a text
- Demonstrates the ability to identify tone color, dynamic contrasts, and tempo
- Distinguishes between musical tone and noise
- Is able to isolate melody, harmony, rhythm, tone color during the listening experience
- Takes simple rhythmic and melodic dictation

MUSIC

Knowledge and Concepts — Grades: Prekindergarten - 2

The Pupil:

- Acquires a repertoire of action songs, songs of the world, song stories, and folk songs
- Distinguishes between female and male voice qualities
- Recognizes drums, cymbals, the xylophone, the recorder (song flute), and other classroom instruments
- Expresses, through bodily movement, the high-low, slow-fast, and loud-soft musical concepts
- Identifies repeated short tonal and rhythmic patterns in song literature
- Describes the design of two-part songs
- Recognizes a march and waltz rhythm
- Acquires a sensitivity to tone, pitch, rhythm, and harmony
- Identifies the notes on the treble staff using letter names, the G clef sign, some meter signatures, and some expression symbols
- Matches the general relationship of notation to sound

MUSIC

Attitudes, Appreciations, and Values — Grades: Prekindergarten - 2

The Pupil:

- Uses the music experience in and out of school as a source of enjoyment
- Volunteers for class musical activities and performances
- Attends musical events out of school (e.g., library, museum, and concert performances)
- Attempts to improve his musical development
- Shares his enjoyment of music with his parents
- Listens attentively to music
- Accepts varied styles and forms of music (traditional songs, folksongs)

MUSIC

Skills — Grades: 3 - 6

The Pupil:

- Demonstrates vocal techniques in singing - breath control, diction, dynamics, sustained tones, pitch making, and extended vocal range
- Sings major and minor scales (natural minor)
- Sings whole tones, thirds, and fifths
- Is able to sing a descant, round, canon, or a harmony part
- Performs from rhythm scores using clapping, snapping, slapping, and stamping
- Has facility in playing classroom or band-orchestra instruments
- Is able to improvise on chords (I, IV, V) using classroom instruments
- Maintains a steady beat while articulating the rhythmic melody (neutral syllable)
- Performs extended rhythmic patterns through aural repetition
- Performs music reading through vocal, instrumental, and classroom instruments
- Demonstrates the ability to use hand levels (Kodaly) to improve pitch placement, intonation and develop part singing
- Improvises rhythmic and melodic questions and answers
- Creates simple melodies to poem settings
- Composes pentatonic accompaniments
- Demonstrates dotted note rhythms and uneven rhythm patterns
- Is able to identify melody, harmony, rhythm, tone color, texture during the listening experience
- Can take appropriate rhythmic and melodic dictation
- Conducts music using standard conducting techniques

MUSIC

Knowledge and Concepts — Grades: 3 - 6

The Pupil:

- Sings rounds, descants, partner songs, and two-part songs (soprano and alto)
- Displays a repertoire of songs to include folk rock and rock melodies, baroque and romantic melodies
- Compares the vocal range and quality of the soprano, alto, tenor, and bass voice registers
- Recognizes the musical qualities of most brass, percussion, string, and woodwind instruments
- Recognizes identical and contrasting phrases in a song and in other musical literature
- Describes the concerto, the symphony, the operetta, and the opera form
- Analyzes two- and three-part song structure
- Relates baroque and romantic music to man's historical development
- Recognizes the motivational value of music in leisure activities, social development, and intellectual achievement
- Describes tempo and dynamics as expressive qualities of music
- Distinguishes semi-cadences and final cadences (musical resting points) in music
- Identifies the bass clef, all meter signatures, the names of notes on the treble and bass staff, and the key signatures
- Matches the general notation on both staffs to their sound
- Acquires a sensitivity for tone, pitch, rhythm, and harmony
- Recognizes selected musical composition of varied style

MUSIC

Attitudes, Appreciations, and Values

Grades: 3 - 6

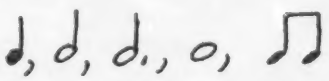
The Pupil:

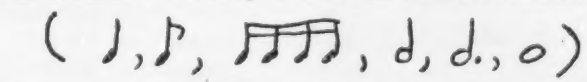
- Values music as an important part of his life
- Uses the music experience in and out of school as a source of intellectual stimulation and enjoyment
- Attends special musical performances in and out of school
- Joins in the school music activities of the chorus, band, orchestra, or ensemble
- Attempts to improve his musical development by practicing music at home
- Performs music for fellow students and parents
- Listens attentively to music
- Accepts varied styles and forms of music (popular, traditional, classical, folk)

MUSIC

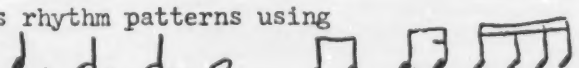
Skills — Grades: 7 - 9

The Pupil:

- Demonstrates the vocal techniques in singing of increased resonance, extended vocal range, breath control (diaphragm breathing), dynamic control, and sustained tone
- Gains facility in the use of the maturing adolescent voice
- Sings major and minor scales (melodic minor and harmonic minor, chromatic scale)
- Is able to sing a harmony part, rounds, descants and canons
- Composes rhythm scores using 
- Displays facility in playing classroom or band-orchestra instruments appropriate to the grade level
- Can improvise on a chord progression
- Maintains a steady beat while articulating the rhythmic melody



- Performs extended rhythm patterns through aural repetition
- Performs music through reading at sight (vocal, instrumental, classroom instruments)
- Uses the Kodaly hand levels in singing
- Uses letter names and solfeggio in reading music
- Can perform vocal improvisations (rhythms and melodic)
- Composes melodies based on poems or texts
- Creates accompaniments to songs
- Performs rhythm patterns using



- Is able to identify and describe melody, harmony, rhythm, tone color, and texture during the listening experience
- Can take appropriate rhythmic and melodic dictation
- Conducts in 4/4, 3/4, 2/4, 5/4, 6/8

MUSIC

Knowledge and Concepts — Grades: 7 - 9

The Pupil:

- Sings two- and three-part songs
- Acquires a repertoire of contemporary songs, traditional songs, art songs, and foreign language songs
- Recognizes the musical qualities of all brass, percussion, string and woodwind instruments
- Compares electronic music to the traditional instrumental music
- Identifies the vocal quality (timbres) of the soprano (mezzo soprano, lyric soprano), alto (contralto), tenor, baritone, and bass
- Describes the use of the "motif" in melody and rhythm
- Identifies phrases and periods in music literature
- Compares binary and ternary song forms
- Explains contemporary music in relation to man's historical development
- Sees the relationship of music to the other arts
- Recognizes the motivational value of music for young adults in terms of social and intellectual development
- Relates melody to harmony
- Analyzes intervals (octaves, fifths, fourths, thirds, sixths, and seconds)
- Recognizes evaded cadences (plagal cadences)
- Perceives modulations in music literature
- Identifies the treble, bass, and alto clef
- Analyzes meter signature in terms of their root formulas
- Matches the general notation, intervals, cadences, and chords to their sound

MUSIC

Attitudes, Appreciations, and Values — Grades: 7 - 9

The Pupil:

- Accepts music as an important aspect of life
- Uses the musical experience in school as a motivation for greater participation in music out of school
- Attends musical performances in and out of school (concerts, festivals, and community events)
- Joins a school music group (chorus, band, orchestra, guitar ensemble, keyboard class)
- Attempts to improve his musical ability through home practice and individual instruction
- Shares the enjoyment of music with fellow students, family, and friends
- Listens attentively to music
- Accepts varied styles and forms of music (contemporary, popular, traditional, classical, folk, folk rock)

SCIENCE

SCIENCE

The science instructional program is designed to guide children in the attainment of the specific goals that are detailed in this section. These goals will enable teachers and supervisors to keep in sharp focus the ultimate purposes of science learning for children. In addition, the goals can serve as standards against which to measure student achievement.

Growth in scientific competence is continuous. For science education, separate stages are difficult to pinpoint at discrete grade levels without repetition. Hence, the goals are presented in two basic groups, for grades Prekindergarten - 6 and grades 7 - 9.

As the students progress from grade to grade, it is expected that they will increase their familiarity with and understanding of the world in which they live and become more skilled in the scientific processes and techniques of acquiring knowledge and applying it to the improvement of life on local, national, and global levels.

At each step of the program, numerous approaches are used to provide the students with opportunities for learning science through their own direct involvement in explorations, investigations, and laboratory experimentation.

SCIENCE

Skills — Grades: Prekindergarten - 6

The Pupil:

. Reads a thermometer (Fahrenheit, celsius)

. Makes various measurements of weights, length, and time

. Uses electrical appliances safely

. Wires a simple electrical circuit using dry cells

. Devises elementary science projects

. Sets up and uses some simple machines

. Keeps a record of science measurements and discoveries

. Grows and cares for different plants

. Applies procedures for the care of animal pets

. Determines direction and compass readings

. Recognizes some prominent constellations and the North Star

. Recognizes common materials by their characteristics

. Identifies a variety of animal forms

. Identifies some neighborhood plants

. Identifies some common rocks and minerals

. Plans and carries out meaningful collections of science materials

. Interprets a simple weather map

. Groups foods based upon a properly balanced diet

. Demonstrates good health habits based upon scientific principles

. Uses scientific instruments of measurement and observation

. Demonstrates safety awareness in the use of equipment and tools in science activities

. Solves problems by using the methods of science

. Differentiates fact from superstition by applying scientific methods

SCIENCE

Knowledge and Concepts — Grades: Prekindergarten - 6

The Pupil:

- Acquires a functional understanding of the nature of his relationship to the environment
- Recognizes that problems are solved and new facts discovered by using the methods of science
- Acquires various techniques and procedures needed to make discoveries
- Locates information relating to investigations
- Discovers problems for investigation
- Communicates ideas dealing with investigations
- Recognizes the ways man is engaged in efforts to use the forces of nature
- Recognizes that all living things, including man, are similar in some respects and different in others
- Acquires an understanding of how mankind learns to adjust itself to the environment as well as to modify the environment for human purposes
- Synthesizes isolated ideas to form total conceptual patterns
- Recognizes that all living plants and animals come from similar plants and animals
- Distinguishes where many things belong based on an organized system of classification
- Expresses the relationships that exist between plants and animals with the environment
- Perceives the overall design in which the earth is part of a larger solar system and universe
- Explains how his body works and how to keep it healthy
- Integrates the processes involved in obtaining and protecting man's food supply

SCIENCE

Knowledge and Concepts — Grades: Prekindergarten - 6

The Pupil:

- Identifies and relates the needs of living things to services provided by the community
- Acquires an understanding of the effect of pollution upon the air and water
- Acquires knowledge of how plants and animals live and survive, how they can be helpful or harmful, and how some have become extinct
- Analyzes the way simple machines operate and the advantages to be gained by their use
- Formulates simple statements on how the work of great scientists has contributed to the welfare of mankind

SCIENCE

Attitudes, Appreciations, and Values — Grades: Prekindergarten - 6

The Pupil:

- Adopts scientific methods in analyzing and solving problems
- Broadens interest in all areas of science pursuits
- Advocates values which uplift and refine the life of the individual and society
- Shows respect for all living things
- Esteems the worth of every individual
- Engages in efforts to use the forces of nature to protect mankind and the environment
- Strives to learn more about the world in which he lives
- Senses the wonder and beauty of the vastness, age, and complexity of the universe

SCIENCE

Skills — Grades: 7 - 9

The Pupil:

- Uses instruments to measure quantities of matter and energy
- Designs investigations for the solution of problems
- Recognizes and cites evidence for a hypothesis
- Organizes and analyzes data leading to a solution
- Examines, identifies, and classifies living and non-living things according to accepted standards
- Measures and computes forces or work necessary to move an object
- Uses equipment to extend the senses in making observations and measurements
- Plots graphs and tables which provide comparisons and projections of data
- Discriminates between alternatives and justifies interpretations
- Keeps records of investigations as a basis for inferring conclusions
- Shows the existence of intangible forces or energies through the application of supporting evidence and the behavior of affected objects
- Utilizes and interprets references, charts, and tables
- Demonstrates a facility in the use of scientific expressions
- Develops models used in science to represent various relationships
- Develops facility in making predictions about directions and outcomes of experiments
- Sets up research designs for new investigations based upon previous experiences
- Compiles weather information to forecast changes in the weather

SCIENCE

Knowledge and Concepts — Grades: 7 - 9

The Pupil:

- Perceives the nature, composition, and behavior of matter
- Recognizes and identifies the origin and interrelationship of different forms of energy
- Derives broad generalizations dealing with the organization and function of cells, tissues, and organs
- Explains how fossils are a link to the past and an indication of the prehistoric environment
- Cites evidence to explain the health giving qualities of foods
- Contrasts the systems of the body and how they work together to maintain balance
- Describes the manner in which weather contributes to the establishment of a climate
- Deduces information about the earth's environment and beyond based upon scientific procedures
- Perceives the place of the earth in the design of the solar system
- Infers the role of reproduction in maintaining and adapting the species as a basis for survival
- Acquires an understanding of how science has developed procedures for identifying and classifying the enormous diversity of matter
- Perceives and shows how the orderly arrangement of matter enables man to predict the existence of materials and to produce new materials of great value to him
- Generalizes that electricity, a form of energy, stems from the atom, the basic unit of matter
- Rationalizes the interrelationship between magnetism, electromagnetism, and electricity
- Identifies those characteristics which are shared by all living things and those which differentiate living from non-living things

SCIENCE

Knowledge and Concepts — Grades: 7 - 9

The Pupil:

- Recognizes that various instruments and tools of science can extend man's senses
- Constructs models of living things of increasing complexity based on cell structure and function
- Analyzes and predicts the changing nature of the earth's surface in response to forces and conditions
- Predicts the formation of compounds and solutions according to well defined reactions and properties
- Identifies the various forms of energy that help him to work
- Recognizes the appropriate machines and devices to translate energy into work
- Explains how the application of the principles of science has allowed man to improve his way of life
- Recognizes how the systems of living things work cooperatively to supply organisms with their needs for survival and the maintenance of homeostasis
- Perceives chain-like patterns which reinforce the dependence of living things upon other living and non-living things directly or indirectly

SCIENCE

Attitudes, Appreciations, and Values — Grades: 7 - 9

The Pupil:

- Respects the methods of science as a result of his own experience in replicating and examining the investigations of scientists
- Habitually utilizes the insights gained through the analysis and synthesis of models to predict and solve new problems
- Enjoys designing ways of discovering answers to science problems
- Admires the orderliness of nature
- Weighs the field of science as a possibility for a satisfying and challenging career
- Defends the role of science in the progress of civilization and in the development of our technological society
- Displays good habits of consumership based on scientific understandings
- Strives to achieve and maintain good health through an appreciation of health techniques which affect good health

SOCIAL STUDIES

The accelerated pace of change combined with the range and complexity of social problems today demands the continuous up-dating of current social studies programs. Traditional approaches to the social studies are no longer sufficient to meet the knowledge explosion.

The social studies program in New York City emphasizes the need to help students learn to use the techniques necessary for problem solving, discovering, and inquiring. The content of the subject matter in the various grade programs can be utilized to achieve these goals. In addition, the programs encourage self-development. They provide opportunities for independent learning, for determining causes and effects, and for decision-making.

A commitment to human dignity is the goal of this program. As students learn, they should be encouraged to apply their knowledge, abilities, and commitments toward the improvement of human conditions and the realization of democratic ideals and citizenship. Social studies standards emphasize the skills, knowledge, and attitudes necessary to meet the challenges of social problems as they apply to the young and old.

Some of the skill goals of social studies are similar to those in other disciplines. The purpose of including them is to reinforce their importance to the social studies program.

To learn is to change. To change behavior through learning is an important goal of education. It is a special goal of the social studies program. To be an educated person is to know how and when to change.

SOCIAL STUDIES

Skills — Grades: Prekindergarten - 2

The Pupil:

- Recognizes and states some conditions related to family, self, group or community
- Shares thoughts and ideas
- Responds to audio and visual materials
- Recognizes and locates appropriate pictures
- Gathers some audio and visual data related to a topic or problem
- Identifies some basic map and globe symbols - water, land, boundaries
- Uses terms of location such as near, far, farther away
- Identifies several different kinds of maps and globes, dates relating to personal experiences; time concepts-past, future and long ago
- Infers the need to reflect before making judgments
- Shows the ability to participate in group activities through verbal and non-verbal means
- Demonstrates the ability to make and keep friendships among classmates

SOCIAL STUDIES

Knowledge and Concepts — Grades: Prekindergarten - 2

The Pupil:

- Demonstrates that people everywhere have desires and needs for food, clothing, and shelter
- Perceives that people have rights and responsibilities, and rules and regulations
- Infers that groups of people need rules and regulations in order to work together
- Explains what a community is - that it is composed of many varied groups with similar interests and different ways of making a living
- Identifies several different ways of making a living
- Defines the purposes of some services in the community - police, fire, postal
- States a few needs and services of local government
- States the characteristics of a city and the area in which students live
- Deduces the dependence of people on transportation and communication
- Explains the difference between farm and city living
- Applies his role as a consumer in making personal choices and selecting goods
- Recognizes that people live in a variety of family groups
- Explains the different roles of parents, relatives, teachers, classmates, friends, and neighbors
- Identifies a few human and physical resources and how they are used
- Recognizes that maps and globes are visual representations of the world in which we live
- Recalls how holidays help to tell the story of our country
- Evaluates himself and his immediate environment

SOCIAL STUDIES

Attitudes, Appreciations, and Values — Grades: Prekindergarten - 2

The Pupil:

- Shows a willingness to follow the rules of a group-family, school, neighborhood, or city
- Exhibits an increasing curiosity about people near and far away
- Responds appropriately to a variety of communications from both classmates and teacher
- Cooperates with peers in small group and class projects
- Forms friendships based on criteria other than ethnic grouping, religion, or beliefs
- Relates to the behavior of others by making personal choices
- Respects the contributions of each person in the class
- Shows appreciation of the customs of people in other cultures
- Accepts pupils of different ethnic groups in group work and play

SOCIAL STUDIES

Skills — Grades: 3 - 6

The Pupil:

- Differentiates fact from opinion
- Formulates and asks questions
- Recognizes elements of a social, economic or political problem and suggests solutions to simple ones
- Uses references - encyclopedia, atlas, almanac, card catalogue, dictionary, other books (table of contents, index, glossary) to find information
- Evaluates materials in relation to their appropriateness, authenticity, primary and secondary sources
- Identifies main points and gathers information from an oral presentation
- Makes and follows a simple outline
- Interprets graphs and tables
- Organizes data for future use, e.g., reports
- Uses a variety of ways to report, e.g., oral, visual, dramatic
- Applies time and spatial relationships to previously acquired knowledge, i.e., places events in chronological order, categorizes geographical facts
- Interprets a variety of map projections, e.g., mercator, polar
- Detects some evidence of propaganda, e.g., emotional words, biased information

SOCIAL STUDIES

Knowledge and Concepts — Grades: 3 - 6

The Pupil:

- Recognizes that human beings need food, clothing, and shelter
- Infers that every society develops its own values and beliefs
- Perceives that customs and traditions are passed from generation to generation
- Acquires a sense of the past
- Recalls that early cultures developed in different parts of the world
- Deduces that culture influences the way man uses his human and natural resources
- Identifies societies' basic institutions, e.g., family, religion, education, and government
- Recognizes that people of different traditions, customs, and beliefs can live together in the same geographic region
- Proves that regions and nations are interdependent
- Infers that climate and location influence the types of occupations available in a particular region
- Identifies some economic concepts, e.g., specialization, interdependence, human and natural resources, division of labor
- Recognizes that man needs to conserve the earth's resources for future use
- Perceives that man today uses advanced technology to change his environment and explore space
- Identifies various modes of communication and their roles
- Recalls elements of United States history, e.g., some discoveries, past and present leaders, ethnic group contributions, cause and effect relationships, freedoms
- Perceives that all people have rights and responsibilities

SOCIAL STUDIES

Knowledge and Concepts — Grades: 3 - 6

The Pupil:

. Participates in decision-making relevant to his life

. Notes that people are more alike than different

SOCIAL STUDIES

Attitudes, Appreciations, and Values — Grades: 3 - 6

The Pupil:

- Accepts the practice of minority rights and majority rule
- Engages in fair play by taking turns, and by following rules and regulations
- Respects different points of view
- Relates to newcomers; includes them in group activities
- Recognizes the need to share responsibilities and accept those assigned
- Demonstrates good human relations
- Shares and accepts the ideas of others
- Gives deserved praise
- Shows sensitivity to the feelings of others
- Exemplifies courtesy to others as a requisite to group living
- Respects different beliefs, values, customs, and traditions
- Demonstrates that group living requires cooperation
- Accepts "Changes" as part of life
- Gives and accepts constructive criticism
- Withholds judgment until facts are known
- Keeps an open mind about information that is contrary to personal beliefs
- Shows interest in the people of other lands
- Recognizes and respects the contributions of various ethnic groups to American society

SOCIAL STUDIES

Skills — Grades: 7 - 9

The Pupil:

- Shows an increase in the ability to read maps and use globes - air age, outer space and weather
- Has facility in using reference tools such as the Readers' Guide, an encyclopedia, and the appendix to find information
- Is able to use the card catalog to find books on a specific subject
- Detects evidence of propaganda, e.g., false ideas, fact versus opinions, objectivity versus bias
- Integrates social studies learnings into a plan for solving a problem
- Organizes social studies information into main and subordinate ideas
- Proves powers of observation and critical reasoning by analyzing and evaluating information and drawing inferences
- Perceives cause and effect relationships
- Applies time, spatial, and chronology relationships, e.g., relates events and geographic facts
- Is able to reach a constructive compromise through comparisons, experiences, and solutions to problems
- Interprets data such as pictures, graphs, and tables
- Formulates meanings for cartoons
- Identifies major issues in a dispute
- Discriminates between reliable and unreliable sources
- Is able to read social studies materials critically

SOCIAL STUDIES

Knowledge and Concepts — Grades: 7 - 9

The Pupil:

- Demonstrates a knowledge of America's political history, i.e., major trends that influenced our history
- Points out the relationship of the past to the present, i.e., important contributions of earlier civilizations
- Explain man's misuse of his environment - pollution, waste of natural resources
- Acquires knowledge about the election process and the role of political parties
- Describes a variety of cultures, e.g., Asian, African, Puerto Rican
- Perceives some problems confronting our city, state, and nation - poverty, finance, crime, transportation
- Deduces the effect of geography, physical, and climatic features on people
- Recognizes man's ability to cope with the environment - irrigation, transportation
- Recognizes rights as well as responsibilities - civil rights and responsibility, respect for laws, regulations and private property
- Acquires an understanding of ethnic background and the contribution of Blacks, Puerto Ricans, Jews, Italians, and others
- Compares modes of communication and infers their impact, e.g., writing, television
- Shows a sensitivity to human needs and social problems

SOCIAL STUDIES

Attitudes, Appreciations, and Values — Grades: 7 - 9

The Pupil:

- Shares a sense of kinship with people of the world - city, state, nation
- Demonstrates a belief in the democratic process
- Respects the importance of people's rights and responsibilities
- Values the need for balance between freedom and responsibility in a democracy
- Shows concern for the welfare of others, for example, the aged, the poor
- Accepts responsibility for his own behavior, e.g., in class, in discussions
- Urges freedom of speech, press, religion and assembly
- Accepts racial, religious, and ethnic differences and similarities
- Weighs information that is contrary to something that he believes
- Judges that certain things can be proven, others not
- Accepts the existence of many sets of values
- Formulates and expresses value judgments on major public policy decisions - elections, foreign affairs
- Examines his own values - personal, group
- Demonstrates a concern for the conservation of human and natural resources
- Respects different ways of living

SPEECH IMPROVEMENT

Speaking has much in common with the other communication skills of reading, writing and spelling. All use linguistic symbols to express meaning and to communicate thoughts and desires to others. All have specific forms and techniques to be taught.

Speech is the most common form of communication. As a process, it demands two elements: stimulus and response; sender and receiver; speaker and listener. In a democracy which claims freedom to speak as a right, effective speech becomes a major educational goal. Speech, however, is unique in that it develops before the child comes to school. If his initial speaking habits are faulty, remedial training may be necessary. If the early learned habits are good, the child is ready for an educational and developmental program. Exposure to such a program, rich with speaking and listening experiences, will equip him with skills adequate to meet his current and probable future needs. Sufficient knowledge will enable him to function competently in all speaking situations. Desirable attitudes toward speaking will encourage him to participate freely, with feelings of success and confidence.

Speech education, with its resultant presence of skills, knowledges and attitudes, contributes to the child's use of speech as a form of human behavior. The speech standards which follow are stated behaviorally in terms of what the pupil without a specific speech handicap or learning disability can be expected to achieve. Each item, drawn from

the entire field of speech, attempts to describe a specific objective. Collectively, the items suggest a logical and sequential development of subject matter. The placement of standards within grade levels is based upon the fact that children vary developmentally, intellectually, psychologically, and socially.

SPEECH IMPROVEMENT

Skills — Grades: Prekindergarten - 2

The Pupil:

. Produces vowel sounds correctly

. Articulates the sounds of m, p, b, h, w, k, g, t, d, n, ng, and y clearly

. Uses an articulatory pattern consistent with chronological and physical maturity

. Uses a rate of speech which will enable listeners to understand that which is being said

. Speaks audibly

. Performs as a host or hostess to children from other grades

. Has facility in greeting other pupils and visitors

. Dictates letters to the teacher for a pupil who is absent or for an adult who has performed a service for the class

. Participates in discussions

. Presents one or two statements to support an opinion in oral discussion

. Performs spontaneously in dramatic play

. Employs pictures and objects to assist in story telling

. Performs with a group in the oral interpretation of rhymes, refrains and poems

. Performs in informal dramatization of stories and poems

. Employs stick or hand puppets in acting out a story or a poem

. Pantomimes a story

. Uses the telephone to give and receive invitations

. Takes simple messages over the telephone

. Listens to the teacher tell or read stories

. Listens to other children tell stories

. Introduces people to each other

. Uses oral forms of etiquette such as, "Thank you," and "You're welcome"

SPEECH IMPROVEMENT

Knowledge and Concepts — Grades: Prekindergarten - 2

The Pupil:

- Identifies differences in the sounds of English
- Notes gross differences in quality and volume
- Attempts to eliminate sound problems
- Recognizes the differences between pleasant and unpleasant sounds
- Determines the melody of the language
- Perceives the gross differences of tempo: slow, medium, rapid
- Concludes that reasons for listening or speaking may vary
- Pronounces correctly the vocabulary used by peers
- Concludes that words, individually or in groups, affect listeners
- Observes that some words sound alike or rhyme
- Relates personal experiences
- Tells short simple stories
- Distinguishes between real and imaginary stories
- Infers the sequential development of simple stories
- Discusses that which was seen or done on trips
- Infers simple cause-effect relationships
- Solves issues of the group through participation in group discussion
- Describes pictures the children have painted
- Tells the rules of games
- Describes orally events seen or heard
- Explains group activities
- Gives oral reports on material read
- Selects poems for choral speaking
- Selects stories for dramatic presentation

SPEECH IMPROVEMENT

Attitudes, Appreciations, and Values — Grades: Prekindergarten - 2

The Pupil:

- Accepts people using different intonation patterns and dialects
- Volunteers in discussions about such topics as pets, weather, birthdays, class activities, and home activities
- Enjoys sharing ideas with others by talking to one person, small groups, and the entire class
- Assists in the planning of trips and other class activities
- Questions meanings as new vocabulary is introduced
- Tries to avoid interrupting classmates
- Accepts varying opinions offered by other children
- Volunteers to participate in a dramatic play

SPEECH IMPROVEMENT

Skills — Grades: 3 - 6

The Pupil:

- Produces all the sounds of the language with clarity
- Uses English intonation consistently
- Uses a suitable tempo in all speaking situations
- Has facility in adjusting appropriate vocal quality and volume for the specific speaking situation
- Punctuates speech through the use of phrases, pauses, and transitional words
- Maintains a natural, easy, and healthful posture during speaking situations
- Converses about a topic
- Changes the topic of conversation politely
- Interests listeners during conversation
- Talks about personal experiences, biographies, folk and fairy tales
- Reads aloud directions for others to follow
- Reads aloud to impart information to others
- Reads quotations aloud to support a statement
- Gives short talks
- Leads discussions in a small group situation
- Prepares a script for a play
- Adapts an experience for a play
- Makes puppets and marionettes for use in class shows
- Takes telephone messages accurately
- Asks for information over the telephone
- Uses the telephone to ask permission to make a visit

SPEECH IMPROVEMENT

Knowledge and Concepts — Grades: 3 - 6

The Pupil:

- Identifies initial, medial, and final sounds
- Recognizes errors in pronunciation
- Infers the necessity for acceptable articulation that is easily intelligible
- Infers the appropriateness of social amenities as demanded by specific occasions
- Conveys meaning with the appropriate gesture, facial expression, and broad bodily action
- Selects an appropriate tempo and intonation to express meaning
- Perceives that words have the ability to arouse emotions
- Observes that some words may have multi-referents
- Notes that people speak different languages
- Concludes that a discussion topic may be of general as well as personal interest
- Recognizes the need for economy in telephoning
- Expresses sympathy and congratulations orally using the appropriate form
- Selects a variety of types of poems and stories for oral interpretation
- Locates facts for talks in magazines and books
- Constructs simple outlines for oral reports
- Organizes ideas for discussion
- Analyzes the meaning of that which is heard
- Summarizes reports and talks presented by peers
- Differentiates between relevant and irrelevant ideas
- Compares the effectiveness of peer presentations

SPEECH IMPROVEMENT

Attitudes, Appreciations, and Values — Grades: 3 - 6

The Pupil:

- Adopts speech habits appropriate to the school setting
- Shares in conversation with classmates, friends, teachers, and adults about a wide variety of topics
- Weighs ideas heard in interviews
- Listens appreciatively to stories read and told by others
- Attempts to show consideration to guests in social situations
- Shares information with the group in preparing for discussion
- Tries various forms of discussion
- Defends his own point of view in discussions
- Urges respect for the opinion of others
- Attempts to heed both sides of an argument
- Judges the oral arguments of others
- Weighs ideas when presented with new evidence in oral discussion
- Criticizes the oral performance of those outside the school
- Attempts to participate in creative dramatics
- Volunteers to participate in the production of puppet and marionette shows

SPEECH IMPROVEMENT

Skills — Grades: 7 - 9

The Pupil:

- Refines articulatory patterns with emphasis on the elimination of deviant sounds
- Uses optimal voice quality in speaking situations
- Employs acceptable usage
- Uses language levels appropriate to the audience and occasion
- Communicates effectively using richly descriptive words
- Performs with poise in speaking situations
- Uses courteous forms of speech in a variety of social situations
- Conducts interviews for the class newspaper and for class talks
- Performs in mock interviews preparatory to work experience
- Carries out interviews graciously and effectively
- Offers varying viewpoints during discussions
- Presents talks to inform, persuade, or entertain
- Is able to speak as a candidate
- Has facility in the use of research techniques
- Speaks from notes or an outline
- Organizes ideas in a logical fashion
- Constructs logical arguments
- Frames pithy questions
- Summarizes important ideas
- Interprets orally the thought, meaning, and mood intended by the author of a selection from prose or poetry
- Conducts class and club meetings using parliamentary procedure
- Improvises characterizations suggested by stories and plays
- Performs a role in a play creatively
- Uses the telephone in a mature manner

SPEECH IMPROVEMENT

Knowledge and Concepts — Grades: 7 - 9

The Pupil:

- Selects quality, volume, and pitch suitable to the size of the room, the type of audience and the purpose of the speech activity
- Recognizes the relationship between sound patterns and general effectiveness
- Selects words for exact meanings in speaking situations
- Analyzes the purpose of an interview
- Tells stories to younger children
- Locates materials for talks by using the resources of the library and community
- Distinguishes between relevant and irrelevant facts in oral presentations
- Analyzes the quality of material being collected for talks to class
- Organizes materials for a talk in outline form
- Compiles materials to support the main ideas of a speech
- Analyzes the audience as a basis for composing the speech
- Adapts content to a specific audience
- Distinguishes between fact and opinion and truth and falsehood in listening to speeches
- Solves issues through group discussion
- Defines and locates topics for discussion
- Analyzes topics to be discussed
- Compares suggestions given for solving a discussion question
- Selects the best solution to a discussion problem
- Explains how to implement the proposed solution to a discussion problem

SPEECH IMPROVEMENT

Knowledge and Concepts — Grades: 7 - 9

The Pupil:

- Analyzes the use of the body as a method of suggesting characterization
- Identifies the techniques of characterization, pantomime, and acting
- Perceives the motives and interplay of characters to be portrayed in the production of a play
- Infers the similarities and differences between characters in a play and real people

SPEECH IMPROVEMENT

Attitudes, Appreciations, and Values — Grades: 7 - 9

The Pupil:

- Habitually uses the stress, phrasing, and intonation patterns of English
- Habitually uses correct, effortless production of all the sounds of English
- Shares in the friendly "give and take" of conversation without any affectation or condescension
- Respects other persons' feelings while speaking in social situations
- Shares in the giving of composite oral reports based on the pooling of class or group research
- Weighs information acquired through oral reports, demonstrations or experiments
- Objects to specious arguments
- Defends a position with factual support and documentation
- Delays final decisions until all the facts have been heard
- Advocates the use of parliamentary procedure
- Supports group discussion as a means of problem solving and oral inquiry
- Competes for roles in a play
- Accepts responsibility for various phases of play production such as lighting, costuming, make-up, scenery, and management
- Attends dramatic productions as a voluntary leisure time activity
- Accepts the speech patterns of family and community
- Values the truth in speaking situations
- Advocates sincerity, courtesy, and cooperation in all listening and speaking situations
- Praises the conscientious and effective efforts of peers
- Weighs the responsibility of the oral reader to the intent of the writer

TYPEWRITING

TYPEWRITING

The objectives of the course in Typewriting are related to the general purposes of all middle school education -- exploration; guidance; the discovery of interests and talents; the improvement or development of skills; the acquisition of knowledge; the development of work habits, attitudes, ideals and appreciations; and perhaps most important, the development of those human relations skills and personal qualities that contribute significantly to cooperative behavior.

Typewriting is a skill development subject in the psychomotor domain. But the skill is inextricably associated with language arts skills, for the ultimate application is with the written word whether the skill is applied for personal use at the middle school level or for occupational use at other levels. The typist is required to have a basic command of the elements of language arts skills -- reading, contextual understanding, vocabulary, spelling, grammar, punctuation. The converse is also true -- the use of the typewriter contributes significantly to the improvement of these elements of language arts instruction. Therefore, the subject of Typewriting at the middle school level is integrated with language arts, and the design of the program and of the minimum standards provides for these language arts elements.

TYPEWRITING

Skills — Grades: 7 - 9

The Pupil:

- Shows the proper touch-typing technique of correct fingering, proper stroking, and keeping eyes on copy
- Types a straight-copy passage for 3 minutes, with a speed of at least 20 words a minute, and with no more than 6 errors
- Demonstrates the proper spacing technique with elements such as punctuation, special characters, and indentation
- Evidences reasonable touch-typing skill with numeric elements
- Demonstrates improved language-arts skills with spelling, punctuation, grammar, and usage in directed exercises executed at the typewriter
- Displays improved language-arts skills in proof-reading and error correction
- Applies, with acceptable quality, the typing skill to personal letters, business letters, simple 2-column tables, home assignments, club communications, and related facets of school and personal life

TYPEWRITING

Knowledge and Concepts — Grades: 7 - 9

The Pupil:

- Demonstrates a knowledge of various types of office career opportunities at occupational and professional levels
- Identifies parts of the typewriter and indicates a knowledge of their functions
- Places material attractively on the typed page, observing marginal needs, vertical placement, and centering requirements

TYPEWRITING

Attitudes, Appreciations, and Values — Grades: 7 - 9

The Pupil:

- Displays new interests and talents that contribute to the formulation of tentative career decisions in the business area
- Selects additional courses in the area of typewriting and language-arts skills
- Elects courses in the area of office-career preparation
- Participates increasingly in class activities by contributing to classroom discussion and group projects
- Cooperates with peers and with teachers in maintaining a constructive learning atmosphere
- Assumes responsibility for the physical condition of the typewriter, including minor adjustments and cleaning
- Projects self-confidence as a consequence of successful experiences at the typewriter